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TELEVISION JUNIOR COLLEGE IN OREGON. PRELIMINARY REPORT 1.
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THE BROAD STRUCTURE OF STUDIES IN THE USE OF EDUCATIONAL TELEVISION FOR MEETING THE GROWING NEEDS OF JUNIOR COLLEGE PROGRAMS IN THE STATE OF OREGON WAS DESCRIBED. THE TELEVISION COURSE OUTLINE WAS DESCRIBED AND REASONS GIVEN FOR STUDENT ENROLLMENT IN THE COLLEGE OF THE AIR PROGRAM. AN INDEPENDENT PROGRAM OF HIGHER EDUCATION THROUGH INSTRUCTIONAL TELEVISION WAS CONSIDERED NOT FEASIBLE. HOWEVER, COURSE INTEGRATION OF THE TELEVISION SERIES INTO EXISTING EVENING EXTENSION OPERATIONS APPEARED TO BE A SOLUTION. FUTURE AREAS OF STUDY WERE INCLUDED. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (JC)

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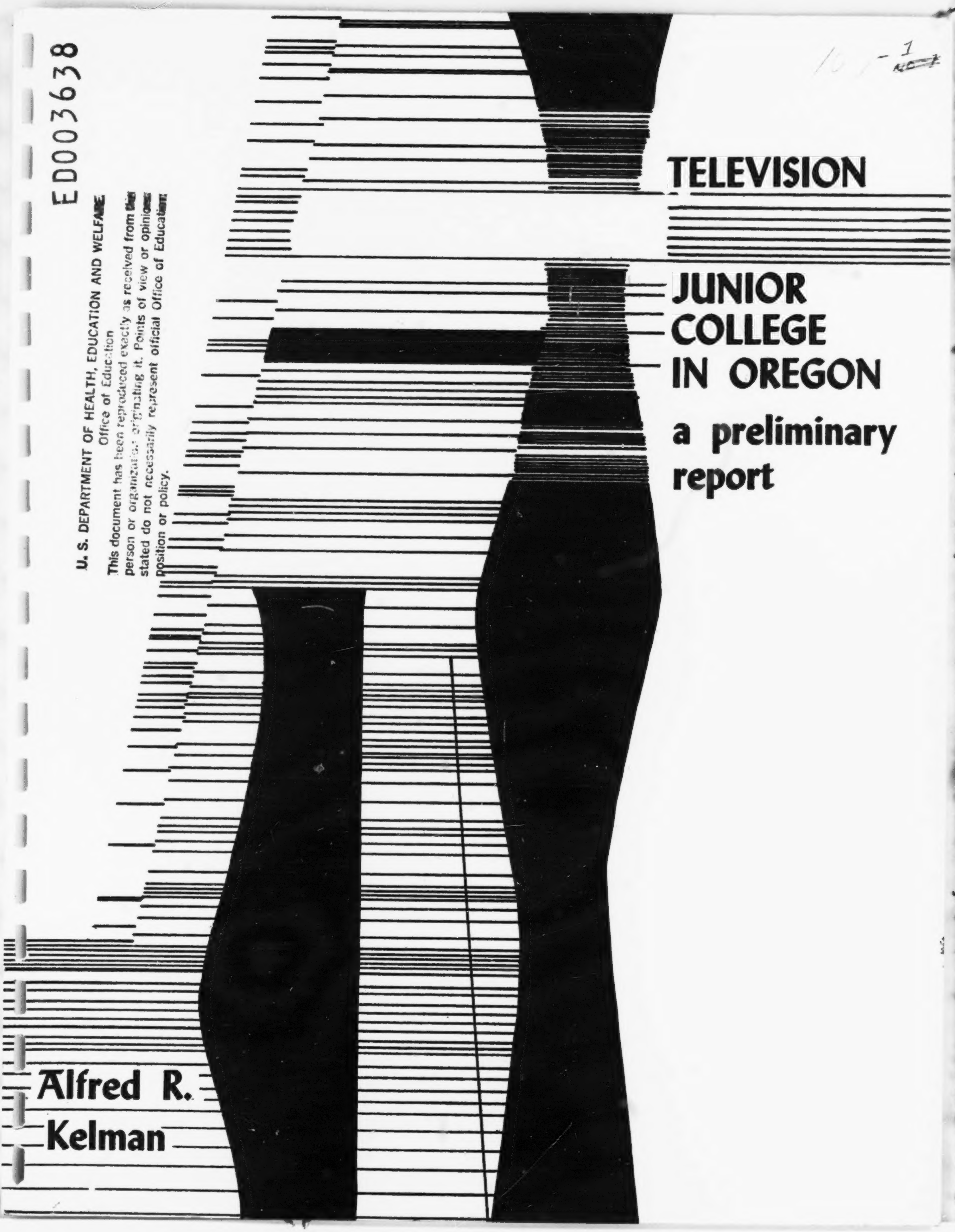

# TELEVISION JUNIOR COLLEGE IN OREGON

## a preliminary report

Alfred R. Kelman

# Television Junior College in Oregon -- Phase 1.

a preliminary report

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April 25, 1962

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# ACKNOWLEDGMENTS

For the past three years, Dr. James M. Morris, Director of KOAC-AM-TV and Assistant Director of the Department of Educational Media, General Extension Division, Oregon State System of Higher Education, has acted as the Project Director of the study. Dr. Morris submitted the original proposal for the study to the Department of Health, Education and Welfare. As the Project Director, he has initiated and enacted the necessary administrative action within the General Extension Division to guide the project and to insure the attainment of our research objectives.

For the past year, Marshall N. Goldstein, Director, TV Study, The Institute for Community Studies, University of Oregon, has acted in the official capacity of Consultant to our project. His guidance and advice have been invaluable both in developing the theory of the financially blocked student and in this analysis. However, I, as the writer of this report, assume all responsibility for any inaccurate or inadequate presentations. Mr. Goldstein will continue as Consultant to the project until its completion.

Mrs. Justine Knoll has served the project well as a Research Assistant.

My expression of thanks to these people for their contributions to the project also should be extended to the Office of Televised Instruction, Department of Instruction, State-Wide Services, General Extension Division, and in particular to Mrs. Dora Prentiss, Director of the Office of Televised Instruction.

Finally, a special thank you to Marion Teal of the Office of Publications, Oregon State University, for reading the manuscript and suggesting needed editing.

## PREFACE

In January 1959 Dr. James M. Morris submitted a proposal to the U. S. Office of Education that embraced a broad structure for the conducting of "An Experiment in the Use of Educational Broadcasting to Meet the Growing Needs of the Junior College Program for the Youth of Oregon."

> Educators and the general public alike are concerned with the dichotomy which exists in Oregon education: The growing need for a Junior College program for the state's youth, and the facts of an Oregon population distribution into small cities where it would prove economically difficult to finance the traditional type of junior college. All Oregon cities financially able to support this type of institution now have a college or university within their area. Yet many youths residing in small cities and towns do not go on to college and to institutions of residence. Oregon has only one publicly supported community college, located at Bend.
>
> It has been proposed that this experiment be conducted to determine the feasibility of meeting this need through the use of open-circuit television as supplemented by educational radio, capitalizing on Oregon's unique educational broadcasting service and the operation of KOAC-AM and KOAC-TV by the Oregon State System of Higher Education. All television courses offering college credit approved by the State System of Higher Education are accepted by our institutions for meeting graduation requirements.

In these words, Dr. Morris explained his justification for the request and offered a short explanation of how this was to be accomplished. Dr. Morris went on to amplify the workings of his plan:

> In the Oregon State System of Higher Education freshman and sophomore work in liberal arts and sciences is unspecialized. Students completing two years of work and fulfilling all requirements for junior standing select a major in a specialized field by the end of the sophomore year.

> For many students who plan to complete work for a bachelor's degree the freshmen and sophomore years provide broad general education and a foundation for their later specialization in the junior and senior years in the liberal arts and sciences or in a professional or technical curriculum.
>
> For the purpose of adjusting the work to the twofold objective of general education and exploratory studies, freshman and sophomore work in liberal arts and sciences has been arranged in three groups, each representing a comprehensive field of knowledge: LITERATURE, SCIENCE, SOCIAL SCIENCE. All candidates for the bachelor's degree intending to major in liberal arts and sciences are required to complete at least nine approved hours (one year's sequence) in each of the three groups and at least nine additional hours in any one of the groups.
>
> Course offerings from the institutional catalogs fulfilling these basic group requirements will be chosen for this experimental TV Junior College for the state of Oregon. In addition to selecting courses which will fulfill the initial requirements of those intending to take up residence on one of the campuses and complete work toward a degree, criteria will include general adult appeal. It is recognized that many adults who plan no formal degree program will follow these courses and that this experimental Junior College project will contribute much to general citizenship competency while serving the primary purpose of college course requirements.

Note the last two sentences of the last paragraph. In effect, the project assumed a twofold nature or objective: (1) to serve youth preparing for college, and (2) to provide adult education opportunities. While this concern for the adult audience did not destroy the basic concept of directing telecourse offerings to the youth of Oregon, it generated certain administrative action that could be construed to be not in the best interests of the primary purpose of the project and the study--that of determining the feasibility of meeting the educational need of the youth of Oregon with instructional television.

The conflict did not arise over the criteria to be employed in selecting a course. There was no basic conflict in this area. If the course was part of the Lower Division curriculum it met the basic distinction to be employed in selecting a course to appeal to and to serve the purpose of the recent high school graduate.* This distinction did not hurt the appeal of or reduce the value of a course to the adult student for all practical purposes. The conflict occurred in the area of the dissemination of information about the telecourses to the public. A little history is necessary here to clarify this conflict and to explain the meaning of the conflict to the basic objective of the study.

First, a definition of the General Extension Division and a short explanation of the structure of this organization within the Oregon State System of Higher Education is in order. "The General Extension Division is the educational administrative agency that leads the way for the State System of Higher Education instructional units toward the achievement of excellence by individuals in their private and social capacities through the provision of adult higher education."** This agency, through the Department of Educational Media, operates Channel 7, KOAC-TV, Corvallis, (and Channel 10, KOAP-TV, Portland, but the role of this station in our story is not yet upon us) for the Oregon State System of Higher Education with the authority of the Federal Communications Commission. However, the eventual inheritor of the administration of the telecourse operation was not to be the Department of Educational Media but the General Extension Division's traditional adult education teaching unit, Department of Instruction, State-Wide, through the newly created Office of Televised Instruction. This meant the Project Director of the study had to coordinate project decisions with the administrative decisions of the Office of Televised Instruction. The television station(s), naturally, remained the broadcasting facility responsible for the producing-directing and the telecasting of the courses.

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*For the purpose of this study, the phrase "youth of Oregon" is used synonymously with the phrase "recent high school graduate," the latter being more confining and descriptive.

**"Grey Book," General Extension Division: Concept-Administration-Organization-Services (statement of policy and objectives).

During the first year of the project, 1959-60, four evening courses were offered in conjunction with the Television Junior College project.* Whatever the publicity effort put forth for the project and the courses for that year, mention was given to the fact that these courses were offered to the individual so that he or she might have the opportunity to complete the freshman and sophomore years of college through television. The implication being, if you can't attend a campus you can use television as an equal substitute.

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*They were: Principles of Economics, Shakespeare, English Composition, and College Math. The first two courses originated from Channel 7's Eugene studio on the campus of the University of Oregon. The last two originated at the main studio of Channel 7, KOAC-TV, on the campus of Oregon State University in Corvallis.

In additon to these TV-JC funded courses, four lower division courses also were open for enrollment to the public through the General Extension Division. These courses were telecast in the morning and were identified to the public as inter-institutional; that is, they were part of a continuing Ford Foundation higher education experiment, linking four campuses in western Oregon by open-circuit television over KOAC-TV.*

In addition to these eight courses, commercial TV stations in the Portland and Eugene areas carried Continental Classroom early in the morning, open to the public for credit once again through the General Extension Division. Also, a production of a psychology course taught by a faculty member of Portland State College (one of the institutions of the State System of Higher Education in Oregon) was carried at the early morning hour over a commercial Portland TV station (Channel 10, KOAP-TV, the sister station of KOAC-TV, was not yet on the air). The General Extension Division offered the credit. This course also was used by students of Portland State College as an equal substitute for a regular section. Rounding off this early morning education available to the public was one of the TV-JC evening courses, telecast as a repeat over commercial TV.

Regardless of the confusion created by the numerous names used to identify these various blocks of courses, Television Junior College kept its name and concept intact when disseminating information about its program of televised instruction. However, the fact that TV-JC kept its name was not so important as the fact that the concept was not lost. If we were to determine the feasibility of a Television Junior College, we had to let the potential students know there was a form of education available to meet their needs. The basic question to be answered in this study was largely dependent on a group of students or a multitude of students enrolling in a program of televised instruction with a specific purpose in mind--to meet the requirements of the first two years of college through television.*

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*See, Inter-Institutional Teaching by Television, Report: No. 1 - 1957-59, Glenn Starlin and John Lallas, University of Oregon, March, 1960. (Here, too, courses originated from studios on both campuses in Eugene and Corvallis.)

That summer, 1960, after the first year of the project, a decision was reached by the administration of the General Extension Division to classify all telecourses offered for credit under the name, "College of the Air." This action had many merits. The creation of a whole in this instance was superior to the existence of a program of fragmentation. Communication to the public about the extensive educational opportunities available via television would be more coherent than before. From the standpoint of the study, it was clear, after the number of students enrolled in televised instruction for the first year had been tabulated, that the feasibility of this program of instructional television to meet the need for a Junior College program was questionable. The evening courses, specifically selected, designed, and publicized for this purpose, had fewer students than the general, early morning courses. Also, the average age of the students was high, beyond what might be considered the age of recent high school graduates. Surely then, with a broader range of courses and times available for registration to recent high school graduates, the need in existence would now stand a better chance for manifestation, translating itself into enrollment. At any rate, the question of the feasibility of this concept of instruction was now tied directly to the question of need.

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*The ensuing research objectives for which findings are provided in this paper will be dealt with in the Introduction of this paper under the heading, "Design of a Research Approach." A concluding chapter will deal with other objectives of the study which will be reported in the _Final Report_ to be issued in the Fall of 1962.

In the midst of the creation of the name "College of the Air," the TV-JC concept was lost. For the year 1960-61, which was to be, initially, the final year of the original two-year grant, the TV-JC concept never appeared in the main piece of literature (a bulletin) used to disseminate the information about "College of the Air" and the courses being offered (though the concept did not appear in the brochure, a listing of the four evening courses along with the other lower division courses did appear).*

Now we come back to our original point. The brochure emphasized the fact that "College of the Air" was adult education. Therefore, the fact that the purpose of the project could be interpreted to serve a dual role, plus the fact the project and/or the administration of the telecourse operation was subject to control by the traditional adult teaching unit within the General Extension Division, the Department of Instruction, State-Wide, through the Office of Televised Instruction, allowed this administrative action to take place, cutting off the TV-JC concept in the publicity. If the primary question was to determine the feasibility of Television Junior College meeting a junior college need and one determinant to this question was to be based on the size of the enrollment, how could we arrive at a fair judgment if no effort was made to appeal to the pertinent, potential students? To be more succinct, need was not given a fair trial.

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*See Appendix A and Appendix B for clarification of the loss of information from 1959-60 to 1960-61.

The opportunity in that valuable year was lost to test some of the possible functions of low enrollment. A variety of conditions present the first year were not present the second year or previous to the start of the academic term for the second year. The confusing array of names assigned to the course time blocks for the first year disappeared with the establishment of "College of the Air." The fear of a student to stake his education on "novelty" or such a fresh educational innovation was dissipated to some extent with one year behind the project. Whatever detrimental effect the name, "Television Junior College," had on enrollement because of the connotations it might have raised (implying mediocre education) was removed with the second year's adoption of the name "College of the Air." Another factor possibly responsible for low enrollment the first year was the revelation to the public that the TV-JC courses were offered as part of an experiment. Of course, the "experiment" included paying regular credit hour fees. This may or may not have set well with some. So then, another confounding variable which might have a bearing on enrollment had entered the picture, one that had not been present the first year, i.e., the absence of the TV-JC concept in the dissemination of information about the telecourses.

Perhaps this confounding action on the part of the General Extension Division might not have occurred if those concerned had been able to locate and hire a qualified research person prior to the Summer of 1960. So be it; it was done. The present Research Director of the project did not arrive until January 1, 1961. After study of the history of the project he pointed out this discrepancy between information output and the basic project or research objectives. This was done prior to the close of the last academic term for that year, 1960-61, and his plan to rectify the discrepancy was accepted.

According to his plan the brochure and general publicity for 1961-62 would include information about College of the Air as it had for the past year, but added to this information would be a statement once again exposing the TV-JC concept, this time under the heading, "Alternate Plan."* What difference this made, if any, on the age distributions

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*Along with general information about the purpose of the General Extension Division to serve "people of Oregon" through the College of the Air program was the following statement which appeared in the brochure listing the TV courses:

> ALTERNATE PLAN . . . College of the Air also provides high school graduates an alternate plan for the first two years of college if enrollment on campus is impossible. Under the Oregon State System of Higher Education basic freshman

of our enrolled students for 1961-62 will be examined in our Final Report. The deadline for using the granted funds was extended for another year to June of 1962. A large part of the funds had not been activated by the Project Director, since he had anticipated the arrival of a qualified research person, as well as the air date for KOAP-TV, Portland. The Portland station extended our coverage to the largest part of the 70% of Oregon's population located in the Willamette Valley.

In essence, then, the first year of the project did not yield data specifically geared to aid a determination to the basic question of the study: "It has been proposed that this experiment be conducted to determine the feasibility of meeting this [junior college] need through the use of open-circuit television...." Whatever effort (regardless of what the direction of the effort might have been) was made to organize some semblance of concern for the collection of pertinent information was subordinated to putting the project on its feet.

The acknowledgement that the General Extension Division's Department of Educational Media would be the recipient of the federal grant requested

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and sophomore work is required regardless of the student's major field of study. In the liberal arts and sciences students who complete two years of work and fulfill all requirements for junior standing, select a major in a specialized field.

YOU DO NOT HAVE TO GO TO A CAMPUS TO BEGIN YOUR COLLEGE PROGRAM... Basic course work is required in three fields of study: Literature, Science, and Social Science. Course offerings fulfilling these basic group requirements are available through College of the Air.

for the project and the study came from the Office of Education in the summer of 1959. This left little time for the Project Director to do little else other than begin negotiations and formulate plans with professors, department heads and deans of institutions to be involved in the teaching of the four evening courses, fall term, 1959; to hunt for a production staff; and to organize KOAC-AM-TV for the purpose of getting the courses on television in time for the first day of classes.

Also, information collected the first year only pertained to the students who were enrolled in evening telecourses. This restriction was unnecessary. Of interest to this experiment was the phenomenon of televised instruction to attract students. The ability of evening telecourses to attract students was not a phenomenon in itself but part of the general phenomenon of televised instruction to attract students. Therefore, information collected could have pertained to the students attracted to all telecourse work. In this sense, restricting the publicity for the TV-JC concept that first year to the four evening courses also was unnecessary.*

Last year, 1960-61, with the arrival of a Research Director, the research approach was designed, data collected, collated, and analyzed.

In a large sense, the purpose for this wordy explanation is to clear the air and allow the reader to follow our story for 1960-61, unhindered, free from any further lengthy reference to the qualifications surrounding this project and in turn, the research study.

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*A more detailed discussion of publicity activity will be found in Chapter II, "Enrollment Tables and Comment."

In all fairness, it is possible that regardless of the approach adopted to attract students, a recent high school graduate need for this type of instruction may never have manifested itself. The actual need for junior college education in the state of Oregon, and the educational opportunities available to meet a need of this kind other than by television, certainly have a bearing on our enrollment problem. A brief discussion of this situation will be found in Chapter II, "Enrollment Tables and Comment."

This report or the project does not deal with the effectiveness of television as a teaching tool. We have made no effort to carry on any research in this area. An abundance of literature in this area is available. However, we have compiled the grade distributions of students, and the information shows that off-campus students produce more than adequate grades when compared to on-campus grades. TV teachers feel that most off-campus students are more mature and motivated in their work than classroom students.* The "Analysis of the College of the Air Students, 1960-61," Chapter I, corroborates why our teachers feel this way.

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*Chicago TV College, Erickson and Chausow, August 1960, page 5.

# INTRODUCTION

## Design of a Research Approach*

The first year of the project did not yield any data that could have been incorporated into the data yielded by the research approach that was formulated and enacted in 1961. However, the initial information collected did serve to structure the research approach decided on for the remaining two years of the project.

In this respect, there were two vital findings: the low enrollment for all telecourses offered in the evening and at other times of the day,** and the high average age of the students, well above what might be considered an appropriate chronological breaking point between recent high school graduates and older adults.

These findings tied the question of feasibility of this concept of instruction directly to the manifestation of the need for this concept of instruction. The project certainly was not feasible if no one was going to enroll. Now then, in order to have understood the reasons behind the delay in the manifestation of the need into Television Junior College enrollment, it was necessary to understand something about the potential students for this type of instructional television. In other words, some specific knowledge of who exactly was "ripe" for this type of instruction (TV-JC or ITV), along with our enrollment figures (the manifestation of need), would round out, and actually presuppose any answer to the question of how feasible it would be for instructional television to meet the needs of the youth of Oregon. Thus, for the first time we were questioning the actual need in the state for higher education to the recent high school graduate age group beyond what was available on campuses of the institutions of the Oregon State System of Higher Education.

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*We hesitate to use the words research "design" in place of "approach." Our project was never committed to a tightly executed plan, in which case the term "design" would have been employed. By nature of the structure of the project, our objectives were better served by a plan that was flexible enough to move in the direction of emerging areas of pertinence.

**There was one course which proved to be the exception for the year 1959-60. General Psychology, offered for credit in the Portland area over commercial station, KOIN-TV, early in the morning produced a student enrollment in the hundreds each term for three terms. A discussion of course enrollments will be found in Chapter II of this paper, entitled, "Enrollment Tables and Comment."

The first assumption that directed our exploratory approach stated that if a student's college intentions were a function of financial support, the existence of a potential audience of immediate concern to the Television Junior College experiment would be established. This potential audience would consist of students who were motivated to attend college but blocked for one reason or another. If this block was related to financial support, it was conceivable that televised instruction could lend itself as a cure. The potential audience or enrollees would not consist of students who were not motivated to continue on to higher education, the assumption being, high school graduates who will not avail themselves of higher education by TV do so for reasons similar to those responsible for their not continuing the educational process on a regular college basis. With these students, it was inconceivable that televised instruction could lend itself as a cure. Also, the potential enrollees did not consist of motivated students who had the means to attend college, since it was reasonable to assume they would attend college on a regular basis.

Fortunately, another Title VII study was collecting data on Oregon high school seniors.* After examination of the questions employed to gather the data, we decided it would be appropriate to manipulate and to analyze this data in a fashion which would illuminate our first assumption - that a student's college intentions were a function of financial support.

Of the 1,052 high school seniors interviewed at Woodburn, Lebanon, Milwaukie, Clackamas, and Salem High Schools in 1959-1960, 673 possessed an I. Q. of 100 or better. Thus, for our purposes, 64% of the class was deemed capable of attending college. This was the same break employed in separating college potential from noncollege potential in the original study from which this data was drawn. Of the 673 students, 638, or 95% of them, responded in a manner which lent itself to analysis. The remaining 5% either expressed uncertainty over their future or didn't answer. The former group then was examined on the basis of its career aspirations, its financial conditions, and its judgments on how certain its members felt they would be able to go on to college.

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*Jack Edling, Director of the Center for Teaching Research at Oregon College of Education had been granted funds for A Study of the Effectiveness of Audio-Visual Teaching Materials when Prepared According to the Principles of Motivational Research.

The students were asked to categorize their career goals in terms of occupation. These occupational desires or aspirations fell into three classifications: occupations that definitely require, occupations that might or might not require, and occupations that definitely do not require a college education for attainment. Students choosing occupations that fell within these three classifications were labeled as holding "high aspirations," "moderate aspirations," and "low aspirations," respectively.

The students were asked, also, to rank the degree to which their families could pay for their college educations. Possibilities of selections ranged from no financial worry to complete financial difficulty.

The final question asked students to rank how certain they were of attending college, possibilities again ranging from the positive to the negative.*

In the group with "high aspirations," money played a negligible role as indicated in Table 1. Ninety-one percent of those with money were certain of going to college and 80% without money also were certain of going to college; or, 9% with money and 20% without money were uncertain about going to college. There was not enough variation to claim that money was at play in the decision-making process; rather, there was evidence that if aspiration was high enough, students without money would get to college in almost as great proportions as students with money. This claim is substantiated, most heavily, when figures are compared to the "moderate aspirations" group.

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*The questionnaire administered to the students was part of a comprehensive Counselor's Kit prepared by Science Research Associates, Inc., Chicago, Ill. The questionnaire from which we selected three questions pertinent to our objective was written by the late Samuel Stouffer of Harvard University.

TABLE 1.

High Aspirations
I.Q. 100+
(percentages across)

| | Certain college | Uncertain college | No answer | Total number | % difference "uncertain" |
|---|---|---|---|---|---|
| Have money | 120 91% | 12 9% | | 132 100% | |
| Don't have money | 98 80% | 24 20% | | 122 100% | 11% |

The startling difference occurred in the group with "moderate aspirations," i.e., those whose career desires might or might not have required a college education for attainment. Forty-nine percent* of those with money were certain of going on to college while only 20% of those without money were certain. Consequently, for those that were uncertain about attending, money was a big factor, as indicated in Table 2 and compared to Table 1. Fifty percent with money were uncertain while 80% without money were uncertain about attending. In other words, for those students with "moderate aspirations" money was playing a 30% role in their uncertainty towards a college education, while for those students with "high aspirations" money was playing only an 11% role in their uncertainty towards attending college.

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*Two students in the "moderate aspirations" group with money did not answer the question on college intentions thereby accounting for the missing 1%. See Table 2.

TABLE 2.

Moderate Aspirations
I.Q. 100+
(percentages across)

| | Certain college | Uncertain college | No answer | Total number | % difference "uncertain" |
|---|---|---|---|---|---|
| Have money | 49%<br>54 | 50%<br>54 | 1%<br>2 | 100%<br>110 | 30% |
| Don't have money | 20%<br>34 | 80%<br>132 | | 100%<br>166 | |

For the "low aspirations" group, money was not a factor. Table 3 points this out.

### TABLE 3

Low Aspirations
I.Q. 100+
(percentages across)

| | Certain college | Uncertain college | No answer | Total number | % difference "uncertain" |
|---|---|---|---|---|---|
| Have money | 9 27% | 24 73% | | 33 100% | 9% |
| Don't have money | 13 18% | 61 82% | 1 | 75 100% | |

This then, would appear to be valid data to place College of the Air on solid ground when necessary to argue the case for televised instruction at the recent high school graduate level.* The members of the group with "moderate aspirations" would seem to be the logical persons to enroll in College of the Air, since their financial status was seriously influencing their decision to continue the educational process. In light of these findings, structured in interpretation by our assumptions, this would be the potential student body if any enrollees at this age group exist.

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*The actual chronological breaking point for age that was used to distinguish the recent high school graduate from the non-recent high school graduate was 24 years. Anybody above this age was not a recent high school graduate. Amplification on the age choice for this distinction will be found in the next chapter, "Analysis of the College of the Air Students, 1960-61."

This analysis was not meant to have excluded the value of TV-JC for motivated groups but blocked for other reasons (i.e., can't leave home, family conditions, etc.), or to have dismissed the importance of the concept within the spectrum of adult education and the community college. Rather concentrated on the largest potential and most important group from the standpoint of the study, and discovered in what proportion it existed.

Our next step was to examine College of the Air enrollees for the present year in an attempt to test the theory of the financially blocked student. These results were anticipated. If there were enough students enrolled at the recent high school graduate level, their position in relation to higher education could be explored and compared to the present findings. If findings corresponded to the present findings the theory would work. The questions then would become: In what proportion are we attracting these types? What might account for a possible small proportion? Was this a function of publicity since some proportion of the potential enrollees has enrolled?

We might have found that the students at the recent high school graduate level did not in any way resemble our theoretical student body. This would be fine. As long as we would have students at this level, we could be able to see just whom we were attracting.

The disastrous result would have been to have had no students at this level enrolled. This would have meant very little. It would not necessarily have disproved the theory; but findings would be inconclusive and future understanding would be needed regarding a potential student body of recent high school graduation status.

At this point in our thinking, a questionnaire was designed to allow responses from the enrolled College of the Air students that would yield information necessary to test the theory. The same three questions administered to the high school seniors were placed in our questionnaire with the following instruction:
"TRY TO REMEMBER BACK TO THE DAYS WHEN YOU WERE COMPLETING YOUR HIGH SCHOOL EDUCATION AND PLEASE ANSWER THE FOLLOWING THREE QUESTIONS AS YOU WOULD HAVE ANSWERED THEM AT THAT TIME:."

Also, we solicited questionnaire response from a small portion of our student enrollment made up of "participants" (those who had paid a small fee which allowed them a minimal amount of involvement in a course offered for credit beyond following the viewer's guide, which also was available to the public for a small fee). We included these people in the survey and tabulations because of our desperate need due to low enrollments to accumulate decent numbers for purposes of analysis. For this reason also we interviewed credit students whether they were enrolled for lower or upper division courses or a combination of these two.* However, where pertinent, distinctions can be made. For example, if we wanted to know which groups of students make the most use of which course level, we could get such information. In any event, the large majority of the students interviewed were enrolled in lower division courses.

Questions were included to provide demographic information from the students. The final use of the questionnaire was to provide information on the students' present motivations for enrolling in telecourse work, their feelings about College of the Air in particular, their past and present educational situation, and their future educational goals.

Due to the diverse geographic locations of our College of the Air student body we decided to send our questionnaire through the mail to collect our information. Design of the questionnaire allowed for the possible low return resulting from this style of survey procedure. The number of questions was kept to a minimum and we did not ask the respondents to estimate their own or their families' yearly incomes (we did ask for occupation). A comprehensive, time-consuming questionnaire and income estimation request coupled with information collection by mail more than likely would have produced a sizable number of refusals. We hoped the reduction and elimination of these two factors, respectively, would increase our chances for a high rate of student response. Each student, regardless of the number of courses and terms for which he or she was enrolled was interviewed only once.

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*See Appendix B for a list of courses and times available - 1960-61.

Our specific procedures to accomplish a high rate of return and the results of these procedures in producing this objective, along with an "Analysis of the College of the Air Students, 1960-61" in relation to determining need for ITV are presented in the next chapter.

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## CHAPTER I

### Analysis of the College of the Air Students, 1960-61

Our initial plan was to test the theory on the basis of our findings for the 1,052 Oregon high school seniors by comparing findings for the seniors to the findings for the pertinent College of the Air students.

The theory of the financially blocked student does not seem to be proved. Apparently, to enroll in telecourses recent high school graduates need more in the way of motivation and a set situation than students with moderate job aspirations and financial problems. As indicated in Tables 1A, 2A, and 3A we found that many recent high school graduates are certain of going on to college; and regardless of the aspiration group money made no difference in intent to attend colleges.*

TABLE 1A

High Aspirations
I.Q. 100 +
(percentages across)

| | Certain college | | Uncertain college | | Total number | |
|---|---|---|---|---|---|---|
| Have money | 12 | 86% | 2 | 14% | 14 | 100% |
| Don't have money | 15 | 94% | 1 | 6% | 16 | 100% |

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*23% of the College of the Air students responding to the questionnaire were 24 years and under. This amounted to 58 students in number. The

### TABLE 2A

Moderate Aspirations
I.Q. 100 +
(percentages across)

| | Certain college | Uncertain college | Total number |
|---|---|---|---|
| Have money | 7 100% | 0 | 7 100% |
| Don't have money | 4 100% | 0 | 4 100% |

### TABLE 3A

Low Aspirations
I.Q. 100 +
(percentages across)

| | Certain college | Uncertain college | Total number |
|---|---|---|---|
| Have money | 0 | 0 | 0 |
| Don't have money | 1 100% | 0 | 1 100% |

This means that our findings on the high school seniors from the Oregon high schools mentioned and the theory developed on the basis of the findings were of no use to us. We had no basis to say that any portion

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tables are based upon 42 students; the remaining 16 could not be included either because their I.Q.'s could not be traced, their I.Q.'s were under 100, or because they didn't answer some part of the three questions employed in the comparison.

of their need by virtue of their financial condition could be met or showed a chance of being met by ITV. We had no basis to project the status of these students into a need on their part for ITV.

Further analysis for illustration of the question of potential students at the age level of the 24-year-olds and under who enrolled in College of the Air is carried out as an integral part of the analysis involving the entire student body for College of the Air. Once again the reasoning in this analysis involving the entire student body for College of the Air was conditioned by thought on what keeps an individual from going to a campus for his higher education and the bearing this has on his or her resorting to instructional television.

A number of blocks were considered that would cause the latter reaction, i.e., age, position, affluence, marital status, sex, and children. Of these, age, affluence, and marital status were considered to be the most useful for our purpose by virtue of the scope of their effect in allowing or prohibiting an individual from attending a college campus. Therefore, the greater the number of blocks that could be attributed to an individual, the smaller his chances were of obtaining a college education on a campus and the greater his or her need for televised instruction.

A person who was single-young-affluent, theoretically, was in an ideal position to insure the reality of a college education on a campus as opposed to a person who was MARRIED-OLD-POOR.* People in this grouping have three blocks working against their attending a campus for higher education. The MARRIED person in comparison to the single person is controlled in his or her way of life. He or she has that much more responsibility leading away from the mobility and freedom possessed by the single person. And, subsequently, affluence coupled with any combination of the single-MARRIED-young or OLD, makes for an individual in a far better position to attend a college campus than an individual possessing any combination of these characteristics who is non-affluent.

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*Blocks will always appear in caps (MARRIED-OLD-POOR).

With these classifications in mind, the entire College of the Air student body was labeled accordingly. Marital status was determined, easily, by the student's response to an appropriate question; so, too, was age. Of importance here is the understanding of our breaking point for age between the young and old--24 years and under for the young and 25 and up for the old, justifiable in our sense because of our need to distinguish the mobile from the immobile and the free from the responsible. At 25 a person has made that turn in life which will pattern his or her behavior considerably. To classify the affluent from the non-affluent (the POOR), occupational positions provided by the respondent were utilized. For those 25 years and over, a Professional, Managerial, or Farm Owner position led to the affluent classification. All others in this broad age range were considered non-affluent (Clerical, Sales, Operatives, Craftsmen, Service Workers, etc.). For housewives in this age range, the husband's occupation was utilized. For those 24 years and under, the decision of affluence versus non-affluence was based upon our question dealing with the degree to which their families could pay for their college education at the time of high school graduation. For the sake of description, the word POOR replaced non-affluent.

The results are as follows:* (Blocks are in CAPS.)

| | N | % |
|---|---|---|
| 0 - single-young-affluent | 21 | 8% |
| 1 - single-young-POOR | 19 | 8% |
| 1 - single-OLD-affluent | 23 | 9% |
| 1 - MARRIED-young-affluent | 8 | 3% |
| 2 - single-OLD-POOR | 9 | 4% |
| 2 - MARRIED-young-POOR | 10 | 4% |
| 2 - MARRIED-OLD-affluent | 115 | 46% |
| 3 - MARRIED-OLD-POOR | 36 | 15% |
| no answer due to age refusal | 8 | 3% |
| | N = 249 | 100% |

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*These proportions are based upon 249 questionnaires received from a possible return of 273, the total number of individual students enrolled over the year. Our first letter to the 273 students produced a 61% return in about two or three weeks. We followed up the outstanding respondents with another letter urging their cooperation and enclosing a return envelope with a special delivery stamp. This procedure brought up our yearly return to 91%, 249 out of 273 replying. (See Appendix C for samples of literature used to produce this high rate of return in survey work employing a mail questionnaire.)

The one statement we can make about our students who refused to answer questionnaires is that they are characterized by a high rate of early course withdrawals (21% of our refusals withdrew from the only course(s) for which they were registered as opposed to 2% of those responding). The fact they withdrew from their respective courses might have diminished whatever hold we had over them created by their being students enrolled for credit which was granted by the same agency conducting the study. The students may have felt that with nothing at stake (no grade) - why cooperate. Of course an alternative explanation for the high rate of refusals among our withdrawal students might be as simple as having dropped the course--they dropped interest in ITV and saw no reason to respond. Conversely our high rate of return can be attributed in great part to what we expected to aid our return--the direct tie-in between the credit-granting agency and the study-conducting agency and/or interest on the part of the students since they were interested enough to enroll

Due to the large representation in the enrollments of our OLD-affluent groups our attention focuses immediately on them. An overwhelming proportion of MARRIED-OLD-affluent people engage in professional occupational activity by our definition. For the single-OLD-affluent people, the entire group is professional. Table 4 provides the evidence for both of these statements. Of this latter group, the single-OLD-affluent, 91% are teachers (21 out of 23). Of these 23, Table 5 shows us that 61% have

TABLE 4

Two OLD-affluent groups by OCCUPATION

("If you have a job, briefly describe the kind of work you do.")
("If you are married, what does your spouse do? What kind of job?")

(percentages across)

| GROUP | PROFESSIONAL | OTHER | N |
|---|---|---|---|
| Single-OLD-affluent | 23* 100% | 0 | 23 100% |
| MARRIED-OLD-affluent | 80** 70% | 35 30% | 115 100% |

*21 of these 23 professional people are teachers.
**64 of these 80 professional people are teachers.

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in a telecourse. If the withdrawal students were removed from the calculation our rate of return would be higher than 91%.

The information contained in the questionnaires was coded, transferred to IBM cards, verified by machine, cleaned by machine (i.e., various logical structures of the coding process (consistency checks) and numerical standards (column checks) were employed as checks against our coding procedures) and then the information was run on IBM machines to give us what we were after, reported on herein.

A few "don't know" or "no answer" responses to various questions applicable to the entire student body or enumeration have been dropped from degrees. However, the same Table 5 shows that for the MARRIED-OLD-affluent, degree need is much higher, the direction of the need reversing itself from the former professional group with 68% of the MARRIED-OLD-affluent not possessing college degrees. From Table 4 we know that 70% of this group is prefessional by occupation, and that 56% of this blockage group are teaching (64 out of 80). A refined version of Table 5, presented as Table 5A, produces the illuminating fact that 62% of the professionals of the MARRIED-OLD-affluent teacher-dominated group do not have college degrees. Therefore, while degree need at the "other" classification in Table 5A for the MARRIED-OLD-affluent is very

TABLE 5

Two OLD-affluent groups by COLLEGE DEGREE POSSESSION

("Answer the following questions only if you do not hold a college degree.")

(percentages across)

| GROUP | YES, HAS DEGREE | NO, DOES NOT HAVE DEGREE | N |
|---|---|---|---|
| single-OLD-affluent | 14 61% | 9 39% | 23 100% |
| MARRIED-OLD-affluent | 37 32% | 78 68% | 115 100% |

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their respective tables for the sake of a less cumbersome analysis. Inclusion of them would not have changed the interpretative emphasis. To determine where these "don't knows" or "no answers" should have appeared subtract N in a category found in a table from the proper N of the original blockage distributions shown above. Inclusion of these fringe responses dropped from the tables based upon questions not applicable to the entire student body or enumeration also would not have changed the interpretative emphasis.

high, still it is not producing all the degree need or non-degree holders in this group, leaving a sizable proportion of non-degree-holding teachers.

TABLE 5A

MARRIED-OLD-affluent group by COLLEGE DEGREE POSSESSION by OCCUPATION

(percentages across)

| OCCUPATION | YES, HAS DEGREE | | NO, DOES NOT HAVE DEGREE | | N | |
|---|---|---|---|---|---|---|
| Professional | 30 | 38% | 50 | 62% | 80 | 100% |
| Other | 7 | 20% | 28 | 80% | 35 | 100% |

In light of the educational situation of these people and the scope of enrollment made up from these two groups, there is very little doubt that College of the Air's most basic use at the credit level at this time is for in-service credit and/or certification by teachers. We will expand this reasoning further later in this chapter.

Our initial raw distributions also produce some facts that deserve immediate comment and are presented before any comprehensive attempt to provide meaning to the varied characteristics of the College of the Air students. Table 6 illustrates the preponderance of females found in the enrollments, blockages being disregarded for the moment.

## TABLE 6

## SEX

("Sex M F (circle one)")

(percentages down)

| SEX | N | % |
|---|---|---|
| Male | 79 | 32 |
| Female | 170 | 68 |
| | 249 | 100% |

A pronounced number of our College of the Air students have earned previous college credit other than through instructional television. The distributions presented in Table 7 raise some serious questions.

## TABLE 7

## COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION

("Have you attended college or taken any college classes prior to this present term other than televised instruction?")

(percentages down)

| COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION | N | % |
|---|---|---|
| Yes | 224 | 90 |
| No | 25 | 10 |
| | 249 | 100% |

Instructional television is drawing students from other forms of instruction found in the educational community. It would be to our advantage to believe that ITV is giving them something they normally would not have found possible to obtain. There is some evidence to support this when we examine why people take courses by television. We suspect what is going on is a little of both. Also, we know that only 4 (7%) of our young students who are enrolled for credit have not earned any previous college credit (aside from present high school students taking college credit via TV). Along with the failure of the theory of the financially-blocked student to materialize to our advantage and along with the low proportion of young enrollees (23%) this is further evidence of the dampening of possibilities for a Television Junior College. The young student without any previous college credit is the student for whom the TV-JC concept was primarily designed.

The relationship of the information found in Table 7 will be incorporated into the blockage analysis below. For Table 6 this is not as true; therefore, the reader should keep in mind throughout the analysis the existence within the enrollments of a majority of females.

We looked first at the relationship of the number of blocks to future plans for instructional television in completing degree requirements. Conveniently, the information compiled to determine future degree plans of the students excludes those people with degrees or those people without degrees who do not want them so that the figures pertain only to the group of primary interest to the study; non-degree holding, degree-wanting individuals. See Table 8.

### TABLE 8

### UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

("How do you plan to complete your college requirements?")

(percentages across)

| # BLOCKS | GROUP | TV included* | | NO TV | | N | |
|---|---|---|---|---|---|---|---|
| 0 | single-young-affluent | 3 | 20% | 12 | 80% | 15 | 100% |
| 1 | single-young-POOR<br>single-OLD-affluent<br>MARRIED-young-affluent | 17 | 50% | 17 | 50% | 34 | 100% |
| 2 | single-OLD-POOR<br>MARRIED-young-POOR<br>MARRIED-OLD-affluent | 55 | 67% | 27 | 33% | 82 | 100% |
| 3 | MARRIED-OLD-POOR | 15 | 62% | 9 | 38% | 24 | 100% |

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*This was an open-end question. Our "TV included" group contains two sets of people. One set was confident about ITV degree utilization in that College of the Air or telecourses were mentioned specifically. The other set was less certain about ITV degree utilization in that their plans to complete degree requirements were hazy (i.e., "take more credit," "after children get older," "Extension," "slowly"). Those people who were less certain about the manner in which they would complete their degree requirements were aligned with those who mentioned TV specifically. We've taken the liberty to collapse this "may be" group with the "TV included" group. The questionnaire dealt with televised instruction prior to the question on ITV degree utilization. Therefore, when the respondents came to the question, "How do you plan to complete your college requirements?" they may have made the decision for us that we were interested in their thoughts on degree plans aside from any considerations of ITV. In this respect, our "NO TV" classification does not necessarily mean the respondents spoke out against ITV but rather they were specific about their degree plans without mentioning ITV. Our "NO TV" group, then, might very well contain people who excluded ITV because of the nature and placement of the question. These people would balance out the "may be's" in the "TV included" group who really should be in the "NO TV" group. The net result being that we are not loading the tables in favor of ITV and that our classifications represent a workable breaking point.

Look first at "BLOCKS 0 & 3." They illustrate perfectly our theory that the less blocked the individual is in attending a campus the less interested he or she is in College of the Air or televised instruction. Keep in mind that much of the disinterest in College of the Air in this sense is really an indication that the student is planning to go back to or to enter college on a regular basis by virtue of the process of classification for responses to the question establishing ITV degree utilization (see footnote at bottom of page 23).

The single-young-affluent, a group with no blocks impeding their campus education (i.e., neither marriage, age, nor money are working against them) are not interested in ITV in this sense. At present they are using the medium but they don't particularly care about it when they think about long-range plans. This is as might be expected from a group with no blocks. While this outcome is extremely logical, it works against need for Television Junior College as designed originally. We'll learn more about these students shortly.

The MARRIED-OLD-POOR at the 3-block level produce an adequate but not overwhelming demand for ITV to play a part in their degree plans. This group might very well be the perfect example of individuals truly in need of a compatible educational service; and from the standpoint of an Extension operation in the business of providing continuing higher education to the adult community it is a group very worthy of servicing. We'll follow this line of reasoning shortly.

At the 1-block level Table 8 shows that students are evenly divided on their plans for ITV. Therefore, the groups in this cumulative 1-block level are not producing an adequate cry for instructional television but it is louder than the 0-block group. Let us isolate the groups at the 1-block level and see if any factor is producing a favorable response to ITV for future educational plans.

A refined version of Table 8 presented as Table 8A accomplishes this purpose.

TABLE 8A

1 BLOCK GROUPS
by
UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

(percentages across)

| # BLOCKS | GROUP | TV included | | NO TV | | N | |
|---|---|---|---|---|---|---|---|
| | single-young-POOR | 4 | 22% | 14 | 78% | 18 | 100% |
| 1 | single-OLD-affluent | 6 | 86% | 1 | 14% | [illegible] | 100% |
| | MARRIED-young-affluent | 6 | 75% | 2 | 25% | 8 | 100% |

This 1-block level contains people who are single-young-POOR; single-OLD-affluent; and MARRIED-young-affluent. What is extremely relevant here is that the single-young-POOR do not care about instructional television or College of the Air in their future educational plans as their financially secure counterparts, the single-young-affluent do. The other two groups do. So we have the single and young whether rich or

POOR not interested in adapting ITV or adapting to ITV for some substantial part of their college life. Apparently their mobility and freedom will be strong enough to move them back onto a campus regardless of the fact that for the moment they are utilizing ITV. For the POOR, then, mobility and freedom from spouse and/or family responsibility will overpower their lack of funds and will be responsible for placing them back in a traditional educational situation.

The single-OLD-affluent group found in Table 8A as mentioned previously is exclusively professional and almost completely in the teaching profession (see Table 4). As we might expect of those who do not have degrees in this group their interest in ITV to complete their degree requirements is almost unanimous. More than likely this is because their need for specific courses is immediate, with a goal in sight, namely, passage from temporary teacher status to permanent.

The remaining group at the 1-block level, the MARRIED-young-affluent also are planning on ITV to complete their degrees. This indicates that MARRIAGE among the young is a serious factor impeding college campus plans to the point that ITV utilization in the future takes on greater meaning for this young group than for the other two single-young groups.

Before we draw any further comparisons between groups for this subject area let us state the findings for this subject area for the remaining groups, which were labeled according to our blockage classifications.

At the 2-block level Table 8 shows that students are in favor of ITV degree utilization. This is the cumulative effect, that is, an adequate reaction in considering ITV in future college degree plans with all groups lumped together. Let us isolate the groups and their responses on this question once again to see what the variation of feeling is between the groups, if any at all. See Table 8B, a refined version of Table 8.

TABLE 8B

2 BLOCK GROUPS
by
UTILIZATION OF INSTRUCTIONAL TELEVISON IN DEGREE PLANS

(percentages across)

| # BLOCKS | GROUP | TV included | | NO TV | | N | |
|---|---|---|---|---|---|---|---|
| | single-OLD-POOR | 3 | 50% | 3 | 50% | 6 | 100% |
| 2 | MARRIED-young-POOR | 4 | 57% | 3 | 43% | 7 | 100% |
| | MARRIED-OLD-affluent | 48 | 70% | 21 | 30% | 69 | 100% |

At the 2-block level, dominated by professional and/or teachers, students of the MARRIED-OLD-affluent variety (see Table 4) are strongly considering ITV. This group also contains housewives planning to utilize ITV in their degree plans. Table 9 containing the necessary evidence to substantiate the latter statement provides the ITV degree utilization of the MARRIED-OLD-affluent by their occupations.

## TABLE 9

### MARRIED-OLD-affluent group
### by
### UTILIZATION OF INSTRUCTIONAL TELEVISON IN DEGREE PLANS
### by
### OCCUPATION

(percentages across)

| OCCUPATIONS | TV included | | NO TV | | N | |
|---|---|---|---|---|---|---|
| Professional | 33 | 69% | 15 | 31% | 48 | 100% |
| Housewife | 12 | 71% | 5 | 29% | 17 | 100% |
| Other | 3 | 75% | 1 | 25% | 4 | 100% |

There is evidence even with this OLD group as with the young group (MARRIED-young-affluent) that MARRIAGE is impeding degree attainment on a campus. As we have seen from Table 5, the single-OLD-affluent had a much higher rate of present degree possession (61%) than this group, the MARRIED-OLD-affluent (32%). So, even though ITV degree utilization is high for both of these groups, (see Tables 8A and 8B) which on the surface leads us to believe that for this group (MARRIED-OLD-affluent) MARRIAGE is not influencing their need for ITV, a reverse examination carried out by looking at the rate of college degree possession for the groups revives MARRIAGE as a block against degree attainment and in turn relates MARRIAGE to the need for ITV.

To reinforce the importance of this finding Table 5B indicates that the single-OLD-affluent is the only group in which the degree possession rate occurs in the direction of more with degrees than without degrees.

## TABLE 5B

## COLLEGE DEGREE POSSESSION

(percentages across)

| # BLOCKS | GROUP | HAS DEGREE | | DOES NOT HAVE DEGREE | | N | |
|---|---|---|---|---|---|---|---|
| 0 | single-young-affluent | 1 | 5% | 20 | 95% | 21 | 100% |
| | single-young-POOR | 0 | | 19 | 100% | 19 | 100% |
| 1 | single-OLD-affluent | 14 | 61% | 9 | 39% | 23 | 100% |
| | MARRIED-young-affluent | 0 | | 8 | 100% | 8 | 100% |
| | single-OLD-POOR | 2 | 22% | 7 | 78% | 9 | 100% |
| 2 | MARRIED-young-POOR | 3 | 30% | 7 | 70% | 10 | 100% |
| | MARRIED-OLD-affluent | 37 | 32% | 78 | 68% | 115 | 100% |
| 3 | MARRIED-OLD-POOR | 2 | 6% | 34 | 94% | 36 | 100% |

There are two other groups comprising the 2-block level which we have not yet mentioned (Table 8B). Both the single-OLD-POOR and MARRIED-young-POOR stand rather neutral in their ITV degree utilization. Because the number of people in these groups is so small the difference of one person responding by chance for or against ITV degree utilization throws the proportions off by much more than a few percentage points. Therefore the slightly favorable ITV response from the MARRIED-young-POOR in Table 8B is rather meaningless. Other previous citations dealing with minute numbers were made when the relationships were more pronounced than in this case (for an example see Table 8A). We will do a little more with these two groups shortly.

Now let us draw some comparisons between groups for further clarification of the role instructional televison is playing and will continue to play for them in their education. It will be sensible to make comparisons between the following groups (some of these groupings for the sake of comparison will transcend blockage levels): single-young-affluent, single-young-POOR, MARRIED-young-affluent, and the MARRIED-young-POOR; single-OLD-affluent, MARRIED-OLD-affluent; single-OLD-POOR, and the MARRIED-OLD-POOR.

We suggested earlier that utilization of ITV in future degree plans for the young was a function of MARRIAGE. And if the MARRIED-young-affluent, with 1-block feel strongly about ITV (Table 8A) in their degree plans then surely the 2-block MARRIED-young-POOR will feel just as strong about ITV, if not stronger. However, as indicated in Table 8B they do not feel this way, thereby seemingly weakening our theory. We suggest that this does not negate or even seriously weaken the theory but is merely a reflection of inadequate information at hand on the group to explore their relative disinterest, or at least with the information at hand the explanation does not present itself to the writer.

A similar problem occurs in the case of ITV degree utilization for the MARRIED-OLD-POOR and the single-OLD-POOR, that is, the stand of the latter group is neutral; this is unexpected since they have 2-blocks against them in attending a campus (Tables 8 and 8B). However, here at least we can fall back on MARRIAGE again as the factor making the difference. The single-OLD-POOR are not blocked to the point that the

MARRIED-OLD-POOR are blocked. In other words, the explanation for the disinterest of the single-OLD-POOR could be considered in comparison with the group with 3-blocks against them and not as an isolated 2-block case.

In any event, of the four groups possessing MARRIAGE as a block, ITV degree utilization is being considered by both adequate and sizable majorities, the MARRIED-young-POOR relationship being more questionable.

Now we shall look more closely at these groups for various other characteristics they possess. For the sake of the least amount of confusion let us travel through the groups in an order similar to the preceding order.

Although both of our single-young groups whether rich or POOR are not interested in ITV degree utilization, a delineation in their behavior towards instructional television does occur when we understand (see Table 12) something about the specific motivations for taking courses by television.

## TABLE 12

### A GLIMPSE INTO ITV MOTIVATION

("Why are you taking course(s) by television?")*

(percentages across)

(For an amplified version of these classifications see Appendix D.)

| # BLOCKS | GROUPS | HIGH SCHOOL STUDENTS | To Accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR OMITTED | INCLUDED | MAINTAIN PROFESSIONAL COMPETENCE | CASUAL IMPROVEMENT | OTHERS | N |
|---|---|---|---|---|---|---|---|---|
| 0 | single-young-affluent | 7 33% | 2 9% | 6 29% | 0 | 0 | 6 29% | 21 100% |
|  | single-young-POOR | 2 11% | 2 11% | 12 63% | 0 | 0 | 3 15% | 19 100% |
| 1 | single-OLD-affluent | 0 | 2 9% | 6 26% | 9 39% | 1 4% | 5 22% | 23 100% |
|  | MARRIED-young-affluent | 0 | 1 13% | 7 87% | 0 | 0 | 0 | 8 100% |
|  | single-OLD-POOR | 0 | 2 22% | 3 33% | 1 11% | 2 23% | 1 11% | 9 100% |
| 2 | MARRIED-young-POOR | 0 | 1 10% | 5 50% | 1 10% | 1 10% | 2 20% | 10 100% |
|  | MARRIED-OLD-affluent | 0 | 26 23% | 39 34% | 17 15% | 21 18% | 12 10% | 115 100% |
| 3 | MARRIED-OLD-POOR | 0 | 8 22% | 18 50% | 2 6% | 8 22% | 0 | 36 100% |

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*Applicable responses from other questions also were utilized in coding this question.

The single-young-POOR look upon television as a convenient form of education to a much greater degree than do the single-young-affluent. (The actual word "convenient" was cited in the majority of the responses to the question upon which Table 12 is based. However, convenience meant many things to many people. As the respondents elaborated delineations for the term were possible. College of the Air became a convenient form of education because it saved commuting time to a class; it did away with a parking problem; it was the educational lifesaver for a pregnant woman; it meant education without the need for a babysitter; it allowed the student to stay on the job and maintain financial support.) On the other hand, the single-young-affluent are mainly high school students exceptional in nature since they are taking college credit courses to either remove future college requirements or to test their college potential or capabilities. It seems that the motivation of both groups opens the possibility to expand usage by these groups even though they are not highly considerate of ITV degree utilization.* Therefore, the Television Junior College concept, per se, still remains weak but a more minute use of the medium for the single-young appears possible.

Contributing to these minute users is another young group that looms in the foreground as a major consumer of TV-JC as originally designed. This group is made up of the MARRIED-young-affluent. Both factors of motivation and ITV degree utilization relate. They cite convenience heavily as indicated by Table 12 and as we have seen they are planning on ITV to complete their degree requirements (see Table 8A). To round out the belief that this group looms in the foreground as a major consumer of TV-JC as originally designed we can draw upon Table 5B again. None of these people have college degrees. Table 13 shows that all the MARRIED-young-affluent want their degrees.

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*For a further understanding of the enrollment problem see the next chapter, "Enrollment Tables and Comment."

TABLE 13

COLLEGE DEGREE INTENT

("Do you plan to obtain a college degree; B.S., B.A., or an equivalent?")

(percentages across)

| # BLOCKS | GROUPS | YES | NO | N |
|---|---|---|---|---|
| 0 | single-young-affluent | 17 89% | 2 11% | 19 100% |
|  | single-young-POOR | 18 100% | 0 | 18 100% |
| 1 | single-OLD-affluent | 8 89% | 1 11% | 9 100% |
|  | MARRIED-young-affluent | 8 100% | 0 | 8 100% |
|  | single-OLD-POOR | 6 86% | 1 14% | 7 100% |
| 2 | MARRIED-young-POOR | 7 100% | 0 | 7 100% |
|  | MARRIED-OLD-affluent | 70 91% | 7 9% | 77 100% |
| 3 | MARRIED-OLD-POOR | 26 81% | 6 19% | 32 100% |

To go one step further with this MARRIED-young-affluent group look at the aspiration level at the time of high school graduation found in Table 14. Note the relatively low rate of "high" job aspiration, especially when compared to their less affluent counterparts, the MARRIED-young-POOR.* What is at work here can very well be a case of developing motivation brought on by an awareness of the need for a more compatible relationship with the spouse and his occupation. To support this reasoning are the following facts: 7 out of the 8 people in this group are females; and 5 out of the 7 females are housewives.

TABLE 14

JOB ASPIRATION**

(percentages across)

| GROUP | HIGH | MEDIUM-LOW | N |
|---|---|---|---|
| single-young-affluent | 67%<br>14 | 33%<br>7 | 100%<br>21 |
| single-young-POOR | 75%<br>12 | 25%<br>4 | 100%<br>16 |
| MARRIED-young-affluent | 62%<br>5 | 38%<br>3 | 100%<br>8 |
| MARRIED-young-POOR | 78%<br>7 | 22%<br>2 | 100%<br>9 |

Let us return to Table 12, "A Glimpse into ITV Motivation" for another two comparable groups: the single-OLD-affluent and the MARRIED-OLD-affluent. If we leave aside the single-young-affluent because they are high school students, their motivation for television being highly selective as stated previously, then these two professional-teaching groups consist of students who present challenging rates of alternatives to "convenience" as reasons for taking a television course. And, in the instance of the single-OLD-affluent, another reason is more often cited than convenience. These other choices have to do with an immediate educational objective in mind. For example, the need for a specific course or the need to renew or maintain professional standing (i.e., certification).* No doubt convenience of the course offering played some part in their decision to enroll in College of the Air and in the case of the MARRIED-OLD-affluent still was the overriding factor. However, of importance is the dominance in the thinking of the single-OLD-affluent and quite present in the thinking of the MARRIED-OLD-affluent of more specific reasons than convenience, indicative of highly specialized educational needs for taking courses by television.

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*Though once again it is dangerous to cite a relationship where one person could destroy the emphasis by a shift in response, in this case by answering to the "high" category, we do so for its heuristic value. The reader has full freedom to nullify the practice of employing this proportion to shed some light on our reasoning.

**The nature of this question, administered to the College of the Air students is discussed in the "Introduction," pages 4 and 9.

Before leaving the MARRIED-OLD-affluent a word should be said about the housewives found in this group presented in Table 4A. More than likely they are providing a decent number to the "Casual Improvement" category in Table 12.*

Since the husbands of these women are professional and/or affluent by occupation it might be reasonable to assume that they are a minute number of the many wives who saw fit to aid the multitudes of their G. I. Bill educated men after World War II and the Korean War. Now it is their turn to pick up some education. Here, too, is a group not traditionally serviced by evening extension classes in Oregon.

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*Once again it would serve the reader to examine the amplified version of the classifications used in Table 12 by turning to Appendix D.

TABLE 4A

MARRIED-OLD-affluent group
by
OCCUPATION

(percentages down)

| | N | % |
|---|---|---|
| PROFESSIONAL | 80 | 70% |
| HOUSEWIFE | 25 | 22% |
| OTHER | 10 | 8% |
| | 115 | 100% |

Before moving to another area for concentrated examination, note the relatively high degree of "convenience" mentioned in Table 12 by our most blocked group, the MARRIED-OLD-POOR. When we compare the rate of convenience in this 3-block group to the 0-block group a pronounced difference is observed, supporting our theory that the more blocked people are the greater their need for College of the Air.

For the College of the Air student registering by mail, communicating to the television instructor by mail if necessary, and taking tests by mail or meeting arrangements for a proctored exam, all became commonplace. On the whole, the degree of success achieved in administering College of the Air was more than adequate. Table 16 indicates that more than two-thirds of the students irrespective of blockage groups were satisfied with "present procedures and arrangements of College of the Air" in the manner in which they were affected by these various procedures and arrangements.* If we add the "yes, with slight exception" to the figure derived from the "yes, satisfied," the positive rate of procedural satisfaction jumps to three-quarters of the College of the Air students. This is justified because the "yes, with slight exception" people basically are a satisfied group in that they responded positively to the question and only in passing did they throw out suggestions that they would be interested in seeing adopted by College of the Air.

TABLE 16

COLLEGE OF THE AIR PROCEDURAL SATISFACTION

("Are you satisfied with present procedures and arrangements of College of the Air as they affect you?")

(percentages down)

| | N | % |
|---|---|---|
| YES, SATISFIED | 172 | 69% |
| YES, WITH SLIGHT EXCEPTION | 20 | 8% |
| NO, NOT SATISFIED | 55 | 22% |
| NO ANSWER | 2 | 1% |
| | 249 | 100% |

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*The specific dissatisfactions of the students will be examined by the Office of Televised Instruction and will serve to improve the administration of College of the Air.

A few groups deserve to be singled out and their reactions to this question compared for a further understanding of who is enrolled and what it means to the future operation of College of the Air.

With the single-young-POOR dissatisfaction runs at the highest rate of any of the groups, as indicated by Table 16A. We think there is an explanation for this deviation when we examine the grades of this group.

TABLE 16A

PROCEDURAL SATISFACTION

(percentages across)

| # BLOCKS | GROUP | UNSATISFIED | N |
|---|---|---|---|
| 0 | single-young-affluent | 3 14% | 21 100% |
| 1 | single-young-POOR | 6 32% | 19 100% |
| | single-OLD-affluent | 5 22% | 23 100% |
| | MARRIED-young-affluent | 1 12% | 8 100% |
| 2 | single-OLD-POOR | 1 11% | 9 100% |
| | MARRIED-young-POOR | 2 20% | 10 100% |
| | MARRIED-OLD-affluent | 27 24% | 114 100% |
| 3 | MARRIED-OLD-POOR | 9 25% | 36 100% |

Here we find some evidence, Table 17, possibly related to their disturbance with the mechanics of College of the Air. Their rate runs high, comparatively, for unsatisfactory course work (D, F, Incomplete)

## TABLE 17

## GRADE RESULTS

(percentages across)

| # BLOCKS | GROUP | SATISFACTORY | UNSATISFACTORY | COMBINATION* | N |
|---|---|---|---|---|---|
| 0 | single-young-affluent | 14 67% | 5 24% | 2 9% | 21 100% |
| 1 | single-young-POOR | 13 68% | 4 21% | 2 11% | 19 100% |
| | single-OLD-affluent | 21 95% | 0 | 1 5% | 22 100% |
| | MARRIED-young-affluent | 7 100% | 0 | 0 | 7 100% |
| 2 | single-OLD-POOR | 4 50% | 3 38% | 1 12% | 8 100% |
| | MARRIED-young-POOR | 9 90% | 0 | 1 10% | 10 100% |
| | MARRIED-OLD-affluent | 95 86% | 8 7% | 7 7% | 110 100% |
| 3 | MARRIED-OLD-POOR | 27 82% | 5 15% | 1 3% | 33 100% |

over the period of one to three terms. This kind of achievement outcome could easily be blamed on the concept of televised instruction, thereby explaining this group's high rate of procedural dissatisfaction. On the surface this explanation is confounded by the high rate of unsatisfactory work for the single-young-affluent students who also have a high rate of satisfaction with procedural arrangements. However, this group is made up of a sizable number of high school students who probably support an acceptable level of satisfaction in accord with the scholarly conscientiousness they have displayed by enrolling through television for college credit work while still in high school.

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*This classification includes students who did both satisfactory and unsatisfactory grade work for the courses in which they were enrolled. The table does not include students who withdrew from courses or who were enrolled as participants.

The teachers or the professional people have provided evidence of their need for certain television course work by making an exact place in their schedule for College of the Air. We find they are satisfied with the way things are run from a procedural standpoint (Table 16A). The mechanics of College of the Air do not trouble them. These people are trained and subjected to detail, procedure and red tape in general, constantly, by virtue of their occupation. Also, their need for telecourse work is immediate, with a goal in sight, i.e., passage from temporary teacher status to permanent. Therefore, their motivation is strongly structured. They are independent in their way of life compared to some other groups. The need to coordinate various mechanical details does not disturb them.

A minimal amount of direction for this group will suffice. To round out the usage of College of the Air for our two most professional groups, note in Table 18 that the single-OLD-affluent people produce a high rate of upper division course enrollment--further indication of their degree of specialization of interest.

## TABLE 18

## ENROLLMENT CLASSIFICATIONS*

(percentages across)

| # BLOCKS | GROUP | LOWER DIVISION | UPPER DIVISION | PARTICIPANTS | COMBO | N |
|---|---|---|---|---|---|---|
| 0 | single-young-affluent | 57%<br>12 | 29%<br>6 | 5%<br>1 | 9%<br>2 | 100%<br>21 |
|  | single-young-POOR | 74%<br>14 | 16%<br>3 | 5%<br>1 | 5%<br>1 | 100%<br>19 |
| 1 | single-OLD-affluent | 70%<br>16 | 30%<br>7 | 0 | 0 | 100%<br>23 |
|  | MARRIED-young-affluent | 100%<br>8 | 0 | 0 | 0 | 100%<br>8 |
|  | single-OLD-POOR | 89%<br>8 | 0 | 11%<br>1 | 0 | 100%<br>9 |
| 2 | MARRIED-young-POOR | 50%<br>5 | 30%<br>3 | 20%<br>2 | 0 | 100%<br>10 |
|  | MARRIED-OLD-affluent | 73%<br>84 | 20%<br>23 | 6%<br>7 | 1%<br>1 | 100%<br>115 |
| 3 | MARRIED-OLD-POOR | 75%<br>27 | 6%<br>2 | 14%<br>5 | 5%<br>2 | 100%<br>36 |

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*These figures do not represent course registrations but are based upon the assignment of course classifications to course registrations for each student. COMBO classification indicates a student whose course registrations transcend any one enrollment classification.

The MARRIED-young-affluent run true to form and produce a more than adequate rate of procedural satisfaction (Table 16A). This developing theory of need producing high satisfaction with the mechanics of College of the Air, as is the case with these previous groups, is also supported by the findings for the MARRIED-OLD-POOR. However, additional comment is necessary for this group. Theoretically, they are the people most blocked from obtaining an education on campus and in the proper descending order of magnitude, an education per se. Because of their blocks, we suggested earlier that this group might very well be made up of people truly in need of a compatible educational service. Therefore, it is of interest to an Extension operation to understand the meaning of the dissatisfaction of these students with College of the Air, relatively constant with our other groups though it is.

This dissatisfaction might be the opposite of what we claim does not bother our professional-teaching groups. This is understandable when we realize our MARRIED-OLD-POOR people are probably more dependent as a whole and disturbed by the isolated manner in which they must proceed to participate in a course (keep in mind that we are dealing only with a slight degree of dissatisfaction). We are dealing with a group thirsting for knowledge but probably less prepared for their desire to learn than any segment enrolled. For example, at the time of high school graduation this group had a higher rate of moderate job aspirations than high job aspirations, a reversal of proportion from what we find for our least blocked group (Table 14A).* Now, years later they want to learn.

TABLE 14A

JOB ASPIRATIONS

(percentages across)

| # BLOCKS | GROUP | HIGH | MEDIUM | LOW | N |
|---|---|---|---|---|---|
| | | 67% | 33% | | 100% |
| 0 | single-young-affluent | 14 | 7 | 0 | 21 |
| | | 45% | 55% | | 100% |
| 3 | MARRIED-OLD-POOR | 14 | 17 | 0 | 31 |

Also, if we look at Table 18 we find they have a high rate of lower division and participant enrollments. Look back to Table 5B and note that, aside from the young groups, the MARRIED-OLD-POOR produce the most pronounced relationship of any group to non-degrees. Also, they have the lowest rate of previous college attendance as seen in Table 7A, again excluding the young groups.

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*The question on which this table was based was included in the questionnaire for all to answer although its primary purpose was for our comparative analysis of the theory of the financially blocked student.

### TABLE 7A

### COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION

(percentages across)

| # BLOCKS | GROUP | YES | | NO | | N | |
|---|---|---|---|---|---|---|---|
| 0 | single-young-affluent | 12 | 57% | 9 | 43% | 21 | 100% |
| 1 | single-young-POOR | 16 | 84% | 3 | 16% | 19 | 100% |
| | single-OLD-affluent | 22 | 96% | 1 | 4% | 23 | 100% |
| | MARRIED-young-affluent | 8 | 100% | 0 | | 8 | 100% |
| 2 | single-OLD-POOR | 8 | 89% | 1 | 11% | 9 | 100% |
| | MARRIED-young-POOR | 8 | 80% | 2 | 20% | 10 | 100% |
| | MARRIED-OLD-affluent | 113 | 98% | 2 | 2% | 115 | 100% |
| 3 | MARRIED-OLD-POOR | 29 | 81% | 7 | 19% | 36 | 100% |

On the basis of the degree of existence of these groups with similar characteristics to be found in the population, TV-JC and/or College of the Air in general are left with the following susceptible groups.

Utilization of the courses for high school seniors could very well be a matter of planning and overcoming the lack of reimbursement for the high school teacher who acts as guide or discussion leader to the high school students or group enrolled for credit.

We have a representation of single-young-POOR students in the enrollment so it is not unreasonable to believe, on the basis of their motivation for taking a course by television, that their numbers could increase. However, for both single-young groups their continuing interest in College of the Air is rather weak. In the complete sense of the concept of TV-JC we have no Oregon youth who are going to utilize College of the Air for two years.

The one group for which the concept of TV-JC might bear fruit is the MARRIED-young-affluent. The members of this group fit the age qualification of the concept, they do satisfactory college work, and they look to ITV to meet degree requirements.

Enough has been said of our professional-teacher groups. Their need and use is quite clear.

The MARRIED-OLD-POOR by virtue of their previous educational situation and the opportunity they now have with ITV may be the largest group College of the Air will have to draw upon for enrollments.

This entire line of reasoning will bear more meaning when this year's tabulations are compiled, providing a basis for comparison in order to discover trends and variations.

# CHAPTER II

## Enrollment Tables & Comment

CUMULATIVE
*Registrations - College of the Air - Three Terms - 1960-61

| | Origin & Time | Subject | Course #'s | Reg. # | % |
|---|---|---|---|---|---|
| Inter-Institutional | KOAC morning | Nineteenth Century Poets | Eng 466,7,8 | 6 | 1% |
| | KOAC morning | Meteorology | Ph 291,2,3 | 3 | 1% |
| | KOAC morning | Hygiene | PE 160 | 8 | 2% |
| | KOAC morning | Accounting | Ac 211,12,13 | 4 | 1% |
| TV - JC | KOAC evening | Philosophy | Phl 201,2,3 | 10 | 2% |
| | KOAP evening** | | | 1 | - |
| | KOAC evening | American Literature | Eng 253,4,5 | 20 | 4% |
| | KOAP evening | | | 7 | 1% |
| | KOAC evening | French | RL 50a,51,52 | 13 | 3% |
| | KOAP evening | | | 1 | - |
| | KOAC evening | Hist. of Western Civ. | Hst 101,2,3 | 21 | 4% |
| | KOAP evening | | | 1 | - |
| Commercial Stations | KOIN early morning | Hist. of Western Civ. | Hst 101,2,3 | 147 | 30% |
| | KOIN early morning | Psychology | Psy 201,2,3 | 186 | 37% |
| | KGW, KVAL early morning | Chemistry for H.S. Teachers | CH 400,01,500 | 17 | 3% |
| | KGW, KVAL early morning | Probability & Statistics | Mth 491,2,3 | 39 | 8% |
| | KGW, KVAL early morning | Teaching of Modern Math | Ed 594 | 11 | 2% |
| | KBES late afternoon (Spring only) | Hist. of Pacific Northwest | Hst 478 | 6 | 1% |
| | | | GRAND TOTALS | 501 | 100% |

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*These figures are based upon the courses taken by 273 individual students on a yearly basis. Participants and Withdrawals are not included in registration figures; however, students who withdrew or participated are included in the 273 figure. Participant and Withdrawal figures can be found on the Term Registration Tables. Also, the reader should keep in mind that for the academic year, 1960-61, the Office of Televised Instruction did not solicit Participant students.

**KOAP began operations prior to the start of the 3rd term, too late to draw out the Portland population; viewers were discouraged from enrolling since the complete course sequence was not offered.

### FALL TERM
### *Registrations - College of the Air - 1960

| | Origin & Time | Subject | Course # | Reg. # | % |
|---|---|---|---|---|---|
| Inter-Institutional | KOAC morning | Nineteenth Century Poets | Eng 466 | 2 | 1% |
| | KOAC morning | Meteorology | Ph 291 | 1 | 1% |
| | KOAC morning | Accounting | Ac 211 | 2 | 1% |
| TV - JC | KOAC evening | Problems of Philosophy | Phl 201 | 4 | 2% |
| | KOAC evening | American Literature | Eng 253 | 9 | 4% |
| | KOAC evening | French | RL 50a | 6 | 3% |
| | KOAC evening | Hist. of Western Civ. | Hst 101 | 7 | 3% |
| Commercial Stations | KOIN early morning | Hist. of Western Civ. | Hst 101 | 56 | 28% |
| | KOIN early morning | Psychology | Psy 201 | 73 | 36% |
| | KGW, KVAL early morning | Chemistry for H.S. Teachers | Ch 400 | 11 | 6% |
| | KGW, KVAL early morning | Algebra & Probability | Mth 491 | 22 | 11% |
| | KGW, KVAL early morning | Teaching of Modern Math | Ed 594 | 8 | 4% |
| | | | total # | 201 | 100% |

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*Participants and Withdrawals not included with Registration figures.

| Participants | Withdrawals |
|---|---|
| 1 for Psy 201 | 1 for Psy 201 |
| 1 for RL 50a | 1 for Mth 491 |
| 1 for Mth 491 | 1 for Ph 291 |
| | 1 for Ed 594 |

WINTER TERM
*Registrations - College of the Air - 1961

| | Origin & Time | Subject | Course # | Reg. # | % |
|---|---|---|---|---|---|
| Inter-Institutional | KOAC morning | Nineteenth Century Poets | Eng 467 | 2 | 1% |
| | KOAC morning | Meteorology | Ph 292 | 2 | 1% |
| | KOAC morning | Hygiene | PE 160 | 4 | 3% |
| | KOAC morning | Accounting | Ac 212 | 2 | 1% |
| TV - JC | KOAC evening | Elementary Ethics | Phl 202 | 1 | 1% |
| | KOAC evening | American Literature | Eng 254 | 6 | 3% |
| | KOAP evening** | | | 1 | 1% |
| | KOAC evening | French | RL 51 | 3 | 2% |
| | KOAP evening | | | 1 | 1% |
| | KOAC evening | Hist. of Western Civ. | Hst 102 | 7 | 4% |
| Commercial Stations | KOIN early morning | Hist. of Western Civ. | Hst 102 | 46 | 30% |
| | KOIN early morning | Psychology | Psy 202 | 67 | 43% |
| | KVAL, KGW, KCBY early morning | Chemistry for H.S. Teachers | Ch 401 | 3 | 2% |
| | KVAL, KGW early morning | Algebra & Probability | Mth 492 | 9 | 6% |
| | KVAL, KGW early morning | Teaching of Modern Math | Ed 594 | 1 | 1% |
| | | | total # | 155 | 100% |

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*Participants and Withdrawals not included with Registration figures.

| Participants | Withdrawals |
|---|---|
| 1 for Eng 254 | 1 for Ac 212 |
| 3 for Psy 202 | 2 for Hst 102 |
| | 1 for Psy 202 |

**KOAP viewers were discouraged from enrolling since the complete course sequence was not offered.

SPRING TERM
*Registrations - College of the Air - 1961

| | Origin & Time | Subject | Course # | Reg. # | % |
|---|---|---|---|---|---|
| Inter-Institutional | KOAC morning | Nineteenth Century Poets | Eng 468 | 2 | 1% |
| | KOAC morning | Meteorology | Ph 293 | 0 | - |
| | KOAC morning | Hygiene | PE 150 | 4 | 3% |
| | KOAC morning | Accounting | Ac 213 | 0 | - |
| TV - JC | KOAC evening<br>KOAP evening | Elementary Logic | Phl 203 | 5<br>1 | 3%<br>1% |
| | KOAC evening<br>KOAP evening | American Literature | Eng. 255 | 5<br>6 | 3%<br>4% |
| | KOAC evening<br>KOAP evening | French | RL 52 | 4<br>0 | 3%<br>- |
| | KOAC evening<br>KOAP evening | Hist. of Western Civ. | Hst 103 | 7<br>1 | 5%<br>1% |
| Commercial Stations | KOIN early morning | Hist. of Western Civ. | Hst 103 | 45 | 31% |
| | KOIN early morning | Psychology | Psy 203 | 46 | 32% |
| | KGW, KVAL early morning | Chemistry for H.S. Teachers | Ch 500 | 3 | 2% |
| | KGW, KVAL early morning | Probability & Statistics | Mth 493 | 8 | 6% |
| | KGW, KVAL early morning | Teaching of Modern Math | Ed 594 | 2 | 1% |
| | KBES late afternoon (Spring only) | Hist. of the Pacific Northwest | Hst 478 | 6 | 4% |
| | | | total # | 145 | 100% |

*Participants and Withdrawals not included with Registration figures.

| Participants | Withdrawals |
|---|---|
| 1 for Eng 255 | 1 for Hst 478 |
| 2 for Psy 203 | 1 for Psy 203 |
| | 1 for Phl 203 |

**KOAP Viewers were discouraged from enrolling since the complete course sequence was not offered.

If it is not already apparent after examination of these master enrollment tables, without KOIN-TV's telecasting of Psychology and History of Western Civilization, College of the Air students would have been few. History of Western Civilization, shown at two different times of the day over two different TV stations, still drew the very large part of its enrollment from students who watched the course on KOIN. There are at least three variables that should be considered in any attempt to offer an explanation for this phenomenon.

In terms of attracting students, KOAP-TV had the serious disadvantage of coming on the air beyond the middle of the academic year. For all practical purposes, this left KOIN as the only available TV outlet to the people of Greater Portland by which they might enroll in a lower division course. Therefore, raw, uncompetitive exposure in a population center could have attracted the students.* Then again perhaps it was the convenience of the early morning hour (6 or 6:30 A.M.); or perhaps the attraction of these two courses was due to the subject matter.

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*Of the people living in the Willamette Valley, bounded by 10 counties to establish a signal range for the principal TV stations carrying College of the Air courses, at least 72% of them live within the reception area of KOIN-TV (Clark, Multnomah, Clackamas, Washington, Yamhill, and half of Marion county). If we were to concede a KOAC signal that was received by all of the people in the following counties, the station would reach the remaining 28% of the people in the Valley--half of Marion, Lane, Benton, Polk, and Linn. In fact, the station does not transmit a signal that does this well. Allowance for completely blacked-out areas could very easily reduce KOAC's share of the population and in turn increase the proportion of the population available to a Portland station. To look at it another way, the coverage area cited for KOIN-TV is more realistic than the area cited for KOAC-TV.

There is some evidence this academic year based on the enrollments for 1961-62 that our first premise is the most important. This year KOAP is on the air full swing offering a balanced and extensive line-up of course work, not at the early morning hour; yet KOAP enrolled students more than match the enrollments of last year. Also there is a certain enrollment equality distributed amongst the courses this year. Although KOIN is not carrying a lower division course in the early morning it is still useful for our argument to point out their offering is not running away from the field as it did last year. We suspect that if KOAP were the only station offering an adequately appealing lower division course in the Portland area and if the course was offered in the early morning, the station would accomplish what KOIN did last year, i.e., force interested students drawn from the sheer numbers of the Greater Portland population, to consolidate their course choice and time.

There is a collateral question to this concept of the importance of the presence of multitudes of people to produce adequate enrollments. Theoretically, the value of a telecourse in one sense lies in the fact that it reaches people living in relatively isolated educational areas. Conversely, the highly urbanized area bustling with educational activity is not in need of telecourse work. However, there is a school of thought contending that because of socio-economic drives, more intense and prevalent in a highly urbanized than in a non-urbanized area, the atmosphere in the urbanized area is more conducive for the manifestation of a need for all kinds of higher education, and in this respect, telecourses.

With these suppositions in mind, examine Table X, which represents the delineations employed by the U. S. Census, to stratify the residential location of the population of Oregon in relation to these same delineations, which we employed to stratify the residential locations of the College of the Air students.*

TABLE X

RESIDENTIAL LOCATION(S) OF THE POPULATION AND THE STUDENTS

(percentages across)

| | METRO-URBAN | URBAN PLACES | RURAL AREAS | N | |
|---|---|---|---|---|---|
| Oregon Population | 78% | 11% | 11% | 1,262,708 | 100% |
| College of the Air | 55% | 32% | 13% | 273 | 100% |

From the rural areas we have attracted an amazingly near equal representation among College of the Air students to the actual representation of rural people in the population. The opposite of this forms the case for our students residing in metro-urban areas. We might theorize on the basis of this finding that our first two suppositions are supported. Very simply, the remoteness of the rural area was conducive to attracting a representative proportion of rural students while the abundant educational activity of the metro-urban area nullified the effectiveness of instructional television to a point where representation of metro-urban students in College of the Air was well below the proportion of existence of metro-urban people in the population. This is all the more interesting when we consider that the bulk of the students were enrolled in courses originating from a Portland TV station, thereby diminishing the importance of TV reception quality as a variable to be considered when explaining the lack of proper representation for metro-urban people.

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*This table is based upon the 1960 census. The census figures we have extracted to calculate proportions are drawn from ten counties which geographically form the Willamette Valley containing more than 70% of Oregon's population (Clark county in the state of Washington adjoins

Theorizing about our third supposition becomes even more intriguing in light of what Table X indicates for our urban place people. College of the Air has drawn on them greatly. They are represented in the enrollment by much more than the degree to which they are found in the population. It is as if a little remoteness and a little of the metropolitan quality were necessary to produce a demographic need for ITV. The two extremes found in the metro-urban area and the rural area are just that, too extreme for the benefit of ITV or for ITV to gain an advantage. The urban place people form the meeting ground between the two, embracing the qualities of both. It is as if the mass medium of television had triggered a set of predispositions rather than a single one.

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Oregon's Multnomah county and as part of the Portland-Metropolitan Statistical Area is included). The boundaries of these ten counties roughly form the limits of the television viewing coverage area of the stations carrying College of the Air courses. There are five Metro-Urbanized Area counties: Clark, Multnomah, Washington, Clackamas and Lane (Eugene, Oregon). There are five counties made up of Urban Places and Rural Areas: Benton (Corvallis, Oregon), Linn, Polk, Yamhill and Marion (Salem, Oregon).

Granted that the information at hand is insufficient to establish a causal relationship, it needs and deserves further exploration. Confirmation and expansion of this concept of ITV viewing would afford TV programming people new insights into the nature of their audience.

Up to now we have examined the feasibility of a Television Junior College and the feasibility of College of the Air in general along three lines which are indicators of need: by developing and testing the theory of the financially blocked student (Introduction and Chapter I); by examining the enrolled College of the Air students to determine the role of instructional television in their educational careers (Chapter I); and as we have just seen, by relating the density and distribution of the population to enrollments. Now we should like to leave what has amounted to an internal approach and talk about what is going on and has gone on in Oregon in the past few years to meet the identical need intended to be serviced by a Television Junior College and/or a College of the Air in general.

It is entirely possible that the external activity in the state of Oregon, directed at expanding community-offered higher education, has been the chief single detractor from College of the Air. Prior to the inception of the College of the Air - TV-JC operation, evening classes providing an abundance of lower division courses offered by the General Extension Division began to increase in number. Enrollments for evening classes crept steadily upwards. Look at Table Y on the following page, which contains the number of individual students per year for five academic years. Prior to the year numerous telecourses were available to

### TABLE Y

### FIVE YEARS OF ENROLLMENT FOR PORTLAND CENTER AND STATE-WIDE INSTRUCTION

| YEAR | ENROLLMENT | DROP | INCREASE |
|---|---|---|---|
| 1955-56 | 11,544 | | 515 |
| 1956-57 | 12,059 | | |
| 1956-57 | 12,059 | | 851 |
| 1957-58 | 12,910 | | |
| 1957-58 | 12,910 | | 1,480 |
| 1958-59 | 14,390 | | |
| 1958-59 | 14,390 | 61 | |
| 1959-60 | 14,329 | | |

the public, enrollment for the General Extension Division took a large year-to-year jump.* Demand had funneled and continues to funnel into traditional learning situations. In the academic year, 1960-61, there were 15,836 individual students enrolled in courses offered by the General Extension Division in the evening in the state of Oregon.** Eighty percent of these students (12,591) enrolled in courses offered in towns within the counties in signal range of KOAC and KOAP. Of the 80% of the people in this area, 66% enrolled in evening courses at the Portland Center division of GED on the campus of Portland State College. Sixty-three percent of the students from the original individual yearly total (15,836) are undergraduates.

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*The influx of Korean War Veterans between the academic years 1953-54 and 1954-55 created the largest jump in recent years for the General Extension Division.

**This figure includes 489 students enrolled in more than one town for their courses and therefore counted twice in this total.

Communities themselves sought to establish their own centers of higher education with the aid of the General Extension Division. In the last legislative session in the state a bill was passed handing control and development of Community Colleges for Oregon to the State Department of Education--further recognition of the need for expanding educational facilities and availabilities beyond the scope of the State System of Higher Education. The Office of the High School - College Relations Committee of the State System of Higher Education estimates that 59% of the graduating high school seniors in Oregon indicate an interest in going on to college. Of this 59%, half of them actually do go, leaving half who said they were interested but did not go on to a college.*

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*These figures are based upon a random sample of 1800 students drawn from the Oregon seniors graduating in 1960, all of whom are required to fill out a preference card indicating their next year's plans. Their actual behavior for the proceeding year was traced to determine the reliability of their initial responses.

Also, the Office of the High School - College Relations Committee is in the process of preparing the results of a preference card administered to Oregon high school seniors in 1960-61. This card allowed students the choice of including the General Extension Division (Correspondence Study, Evening Class, Instructional Television) in their educational plans upon graduation. On the failure of financially blocked students to show up in the enrollments for College of the Air and on the basis of what we know about the attitudes of our young College of the Air students, we do not anticipate anything more than a very slight indication of interest in telecourse work from the seniors. However, the interest they express in evening work will be of comparative value and will tell us more about how evening extension classes absorb need.

It is difficult to imagine that the competitive force generated by this activity did not overwhelm any need for College of the Air that may have existed. The manifestation of the need would have justified the operation of College of the Air as an independent system of higher education.

What bearing publicity and promotion of the concept of instruction embraced in the project had and has on producing conditions which contribute favorably to the question of feasibility is hard to say. What can be said is that an effort to expose the concept with a certain degree of selectivity has been made. Sometimes the effort has been weak, sometimes strong, sometimes confused. In other words, the research approach has not been implemented in a vacuum, but also it has not been carried out under any elaborate promotion plan.

In the summer of 1959, prior to the first term of telecourses, an appropriate selective effort was made to stimulate interest in the TV-JC concept with the objective of turning up enrollees. Approximately 6,000 brochures were mailed to the homes of high school seniors who had graduated that summer.* Newspaper stories were numerous. KOAC espoused its cause on radio and TV through spot announcements and special programs. Prior to the beginning of Winter term additional brochure mailings took place. This time the distribution underwent some variation: 231 brochures to a drop out list provided by the University of Oregon, Oregon State University, and Oregon College of Education; 1500 to high school principals; 192 to people who had written to KOAC about TV-JC during the Fall term; 160 to county superintendents; 340 to city school superintendents; 480 to public libraries; 60 to various educational associations; and an additional mailing of 2589 to 1959 high school graduates. Publicity continued throughout the year in the newspapers. However, in many instances the papers seized upon the human interest appeal of TV-JC. Housewives who had children and had enrolled for credit were featured in picture stories. Attention was given to high schools that initiated plans for their students for telecourse study. In this sense, playing up the peripheral purposes of the project detracted from the concept. Any extraordinary publicity efforts should have been directed at furthering absorption of the TV-JC concept within the community, producing its acceptance at an academic and social level, and thereby possibly increasing its attraction as an educational medium for youth.

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*See Appendix A for a sample of the original TV-JC literature.

In 1960-61, the year under examination in this report, the publicity brochure did not possess the TV-JC concept that was present for the first year (explained in Preface).* Publicity activity in general, the first half of the academic year, did not have a selective effort. Aside from these points, propagandism did not diminish from the first year, but once again there was no concrete plan. From Winter term on, KOAC and KOAP upon coming on the air carried announcements emphasizing the TV-JC concept within the framework of College of the Air. The Office of Televised Instruction conducted mailings and also contacted community leaders for the purpose of publicizing the concept. By this time of the year we began to look toward the academic year, 1961-62 and the dissemination of the basic brochure and publicity that once again would include the TV-JC concept.* Here we should have something that would allow an evaluation of the effect of publicity to date upon enrollment. What kind of change, if any, would an integrated appeal have on attracting young students and in turn on our blockage groups?

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*See Appendix B for a sample of the first College of the Air brochure.

At any rate, it is fair to conclude on the basis of the statements made in this chapter that low telecourse enrollment for the young and in general is explained to a point that invalidates an opinion which places the blame for the problem on the lack of or inefficiency of publicity.

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*A leaflet was designed to promote recent high school graduate interest and put to use prior to the publication of the complete 1961-62 brochure. The nature of the distribution of this leaflet will be discussed in the Final Report. The essence of the message in the leaflet can be found in the footnote on p. ix of the Preface.

## PRELIMINARY CONCLUSIONS

We have seen who enrolls in College of the Air. We have a relatively clear-cut understanding of why students enroll in College of the Air. Here is a homogeneous group of people united in the sense that they find College of the Air a handy source of education. We know enough about them on a selective basis to make a rational and comprehensive appeal to the population in an effort to draw out their counterparts. And for the young in particular we could organize a massive, status- and benefit-laden propaganda effort designed to allow them to see College of the Air as an attractive educational medium. Yet what is the sense to this? The nature and magnitude of the General Extension Division's evening operation in comparison to College of the Air makes any claim that television has a chance to offer an independent higher education program rather inane. The Community College movement and present development also work in this direction--against the value of College of the Air offering an independent program of higher education.

temper

However, it is not wishful thinking to assume that television will have a place in the general scheme of things resulting from all of the GED-Community College activity. Television's role might not have been considered if the telecourse experiments were not here for the past few years to pave the way for the acceptance and utilization of instructional television. In the coming academic year, 1962-63, for the first time television courses will be an integral part of the curricula offered in various communities by the General Extension Division. Surely a sizable portion of the students enrolled in GED evening classes are the counterparts of the College of the Air students. Proper course integration will test whether the multitudes who flock into evening classes can be brought into College of the Air. The gap in enrollment between College of the Air and evening classes may be due in part to the strength of the latter's traditional appeal set in an organized and efficient framework too strong for the student to pass up for the daring of instructional television, convenient though it may be. If so, proper course integration will be a beginning to reduce the cause of the gap.*

Proper course integration will create a curriculum flexible enough to stimulate an increase in registrations per student. Students who find themselves limited to one evening course per term, because of

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*1. Proper course integration should involve offering telecourses with proven evening enrollment.
2. The TV course(s) should not be faced with a competitive situation which might prove to be detrimental to the cause of increasing enrollment. If an abundant number of evening sections were offered presenting the same subject TV presents, a competitive situation would exist.
3. The TV courses should be offered with the cooperation of evening class regional representatives of GED.
4. The availability of the TV courses should be listed within the listing for evening courses.
5. Students should have the opportunity to register for evening and telecourse work simultaneously.

The nature and extent of the integration and utilization of telecourses within the evening class operation will be presented in our Final Report along with the effect of the move on telecourse enrollments. Also, we will provide the background to the selection of telecourses over the past few years prior to the latter development.

their schedules in relation to the nature of evening class scheduling, will be able to take advantage of the convenience of enrolling via TV for another course.

Subsequently, the Office of Televised Instruction of the General Extension Division should offer only telecourses that will be integrated.

If there is an increase in College of the Air enrollment, large numbers of students will be exposed to the ideal qualities of instructional television. They will be the recipients of consistently high levels of education. A justified and successful College of the Air will benefit the administrator directly. He will solve staffing problems and make budgetary gains, and neither advantage shall be at the expense of the quality of education. He will find new time and new ways to pursue the great goals of continuing higher education.

There is additional excitement about this kind of role for College of the Air. Remember our MARRIED-OLD-POOR people--a group possessed of characteristics not prevalent in the people enrolled in evening class? College of the Air's function for them will not disappear. A telecourse goal to maximize our appeal to this group need not be impaired by the new role of College of the Air.

The viewer following credit courses at home on an informal basis still is serviced. As long as the courses are telecast on an open-circuit all can derive learning.

Course integration of College of the Air into the evening extension operation is the key to the continuation of College of the Air, and course integration still allows College of the Air to perform an alternate use.

# FUTURE AREAS OF STUDY

In addition to the analysis necessary to follow up what has been said in the Preliminary Report, our Final Report will include the procedure employed in selecting TV instructors and an examination of the working relationship between the TV instructor and the producer-director. The review of procedure for faculty selection will be historical in approach leading up to a standardized procedure adopted for the academic year 1962-63. Our purpose and method for the examination of the instructor--producer-director relationship deserves further explanation; therefore, we have devoted the remainder of this section to it.

Over the past few years, during the span of Television Junior College under the general name of College of the Air, a variety of courses have been offered, taught by a variety of instructors and produced and directed by a variety of producer-directors. The working relationships between these people have varied considerably. When we speak of a relationship between the principals, we refer to the give and take, planning, modification, and evaluation which should take place once they know they are to be involved with a specific course for television.

However, even the working relationship which might be considered "positive" has not produced a telecourse from a production standpoint which might be distinguished from a telecourse executed under a "negative" working relationship. In this instance, as we generalize about telecourse production quality, we wish to dismiss from the discussion any reference to individual personality differences of the instructors and the ability of certain instructors to project themselves with excitement. In other words, we shall not deal with the effect personality has had on the production of a television course. Also, we are avoiding any examination of the relationship of the adaptability of subject matter to telecourse production quality.

Both of these factors, no doubt, form a strong base to support the probable success of a telecourse from the standpoint of production. However, change in these areas is difficult. Even if we knew what does not lend itself to TV, this does not mean it should not be on TV. To eliminate certain courses from TV on the basis of a set of criteria devised with production interests in mind is not justification enough. As to the question of personality, administrative action in the past has many times overlooked this factor in selecting a TV instructor because of other over-riding features of a man, such as seniority, prestige, and availability. Therefore, by looking at the working relationship stated and concentrating either on understanding or change in this area, the chances of manipulation for a given end are much greater and more feasible than for the latter two factors which we have elected to hold constant.

Much of the motivation for this phase of the TV-JC Title VII study is based upon the assumption that a television course should be something more than a simulation of a classroom lecture with visuals thrown in or even well integrated. If the reader agrees that this is the direction in which televised instruction should move, because such direction might produce great strides forward for the learning process, then he will find value in this phase. We will identify those procedures and techniques which have produced, basically, only a variation of the classroom lecture. Once these factors have been identified, manipulation of them in certain directions should increase the chances of a telecourse forwarding the learning process. If the reader feels that telecourses of the classroom simulation type are wholly adequate or even superior to the professional use of television in producing strides in the learning process, then this study will provide him with a blueprint to execute television instruction the way it has been done here the past few years.

To be a little more clear in our distinctions between full utilization of the medium for a telecourse and simulation of the classroom lecture for a telecourse, let us name a case in point. The nationally distributed French lessons, Parlons Francais, approach the former, certainly in contrast to our ITV output over these three years, regardless of the telecourse chosen for comparison.

Therefore, the basic question becomes: What is the effect of the working relationship between the producer-director of a telecourse and the instructor of a telecourse on the final presentation or production? To get to the heart of the matter, we have administered a set of questions to the principals which for the most part solicit quantitative replies to serve as an indication of why a program came out the way it did.

Here are some of the questions, responses to which form the basis for analysis of the working relationship between the TV instructor and the producer-director to be presented in the Final Report.

To the Instructor:

Did the organization of your material change substantially from the classroom presentation to the television presentation?

Did the producer-director initiate changes in your TV presentation either visual or verbal?

Did you agree with such innovations?

Did you understand the reason for particular innovations?

Did the producer-director satisfy curiosity on your part which he might have aroused about such innovations?

Did you care particularly about such innovations? That is, were you interested in what was being suggested?

Did you ever suggest an innovation from a production standpoint to your producer-director?

If yes, was the innovation incorporated into the TV presentation?

At what period of time in your relationship did you suggest an innovation?

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How much time prior to your first telecast of the term did you spend with your producer-director outside the studio? (use a total number for your estimation)

How much time between telecasts did you spend in planning with your producer-director outside the studio?

How much studio rehearsal time was available to you?

How much studio rehearsal time with or without cameras did you use for strict rehearsal?

Were you provided with released time or overtime by your department to teach the course?

If released time, what proportion of your average work day did television comprise?

If overtime, by what proportion did your work day increase?

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Did your producer-director ever talk to you about the importance of pacing your subject material and presentation over the course of the length of the program?

Were you satisfied with the competency of your producer-director?

If not, what one thing disturbed you about him as a producer-director?

Did you both participate in evaluation after each program?

If not after each program, how often?

Did the evaluation lead to change?

Give an example.

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To the Producer-Director:

Did you ever suggest to the instructor that a certain manipulation of the organization of his material would lend itself to a better television presentation?

If yes, will you recall a specific example?

Was the change you suggested ever effected?

Did you initiate changes in the instructor's TV presentation either visual or verbal or both?

Did he, the instructor, agree with such innovations?

Did the instructor understand the reasoning behind particular innovations?

Did you satisfy any curiosity of his you might have aroused by suggesting or adopting such innovations?

Did the instructor ever suggest innovations from a production standpoint to you?

If yes, were his suggestions incorporated into the TV presentation?

At what period of time in your relationship did his suggestion occur?

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How much time prior to the first telecast of the term did you spend with the instructor outside the studio? (use a total number of hours for your estimation)

How much time between telecasts did you spend in planning with the instructor outside the studio?

How much studio rehearsal time was available to you?

How much studio rehearsal time with or without cameras did you use for strict rehearsal?

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Did you ever talk to the instructor about the importance of pacing his subject material over the course of the length of the program?

Did you suggest to him that he should use certain gestures and movements on television?

Were you satisfied with the ability of the instructor to perform or adapt for television?

If not, what one thing disturbed you about him in this sense?

Did you both participate in evaluation after each program?

If not after each program, how often?

Did the evaluation lead to change?

Give an example.

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# APPENDIX

Sample Brochure - Television Junior College, 1959-60

## THE PROJECT STORY—

- A contract under Title VII of the National Defense Education Act has made possible this experiment in the use of Educational Broadcasting to meet the growing needs of the Junior College program for the youth of Oregon.

- Under the Oregon State System of Higher Education basic freshman and sophomore work is unspecialized and credits earned in these courses are readily transferable between institutions.

- In the liberal arts and sciences students completing two years of work fulfilling all requirements for junior standing select a major in a specialized field by the end of the sophomore year.

- Course work is required in three groups: LITERATURE, SCIENCE, SOCIAL SCIENCE. Course offerings from the institutions fulfilling these basic group requirements are chosen for this experimental TV Junior College.

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- Many adults who plan no formal degree program are also encouraged to follow these courses in 1960.

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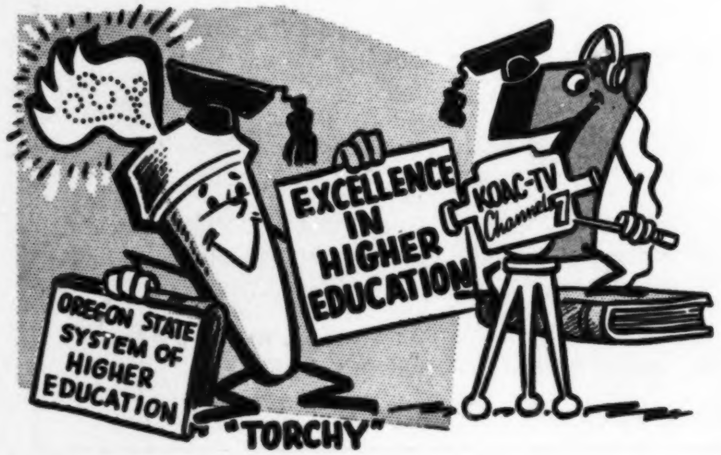
- Oregon high school administrators are urged to use the offerings in the TV Junior College in their accelerated and gifted programs.


OREGON STATE SYSTEM OF HIGHER EDUCATION
EXCELLENCE IN HIGHER EDUCATION
KOAC-TV Channel 7
"TORCHY"

PRECEDING PAGE BLANK- NOT FILMED

**KOAC-AM-TV**
Educational Radio and Television
General Extension Division
Corvallis, Oregon

-75-

H2324

TV JUNIOR COLLEGE
7
KOAC-TV CORVALLIS
SPRING TERM

# 1960

## BASIC COLLEGE COURSES AVAILABLE BY TELEVISION

An Experiment Presented under Title VII of the National Defense Education Act and the United States Office of Education.

**ON**

| | |
|---|---|
| **KOAC-TV** | **KOAC-AM** |
| **CHANNEL 7** | **550 KC** |

**CORVALLIS**

Dept. of Educational Radio and TV
General Extension Division
Oregon State Board of Higher Education

## INFORMATION:

**REGISTRATION—March 21 to April 11:**

Registration for courses in the TV Junior College is through the Department of State-Wide Services of the General Extension Division. Address KOAC, CORVALLIS for registration forms or use the enclosed card. All registrations must be in the KOAC office by Monday, April 11.

**CREDITS:**

Your credits will be on file with the General Extension Division Registrar and can be transferred to the institution of your choice at any time.

General Extension Division students usually are not required to take courses in numerical sequence. However, content occasionally necessitates that courses be taken in sequence. It is suggested that students working toward degrees confer with campus representatives on any questions concerning course credits.

**GRADES:**

Papers, and all other required work, will be graded by your instructors and term grades issued by the General Extension Division.

**FEES:**

Students registered for credit pay a fee of $10.50 per credit hour. (A course carrying 3 hours credit costs $31.50; two 3-hour courses $63.00.) Payment must accompany registration forms.

**MATERIALS:**

Course outlines, study guides and examination questions are obtained from KOAC, Corvallis. Textbooks for the courses are obtained from the Co-op Bookstores on the several campuses.

**EXAMINATIONS:**

Assembled examinations will be given in towns where sufficient registrations are received. In other areas arrangements will be made for proctored examinations to be conducted.

## COURSE SCHEDULE:

**Classes begin on Monday and Tuesday, March 28 and 29**

# *TV Junior College — 1960 Spring Term Schedule*

***Channel 7*** ***KOAC-Television*** ***Channel 7***

| | | | |
|---|---|---|---|
| Mth 102 | TRIGONOMETRY (3rd term)<br>(4 credits) Instructor: Dr. Robert E. Gaskell, Oregon State College | M,W,F | 7:00 to 7:45 p.m. |
| Wr 113 | ENGLISH COMPOSITION (3rd term)<br>(3 credits) Instructor: Dr. James W. Groshong, Oregon State College | M,W,F | 8:00 to 8:30 p.m. |
| Ec 203 | PRINCIPLES OF ECONOMICS (3rd term)<br>(3 credits) Instructor: Dr. Robert Campbell, University of Oregon | T,Th | 7:15 to 8:00 p.m. |
| Eng 203 | SHAKESPEARE (3rd term)<br>(3 credits) Instructor: Dr. Kester Svendsen, University of Oregon | T,Th | 6:00 to 6:45 p.m. |

All of the above courses are broadcast first on KOAC-TV, Channel 7, with repeat lectures scheduled for review purposes the following week on KOAC-Radio (550 kc) as follows:

| | | |
|---|---|---|
| Mth 102 | M,W,F | 5:15 to 6:00 p.m. |
| Wr 113 | M,T,W | 8:30 to 9:00 p.m. |
| Ec 203 | M,W | 6:30 to 7:15 p.m. |
| Eng 203 | F,S | 4:00 to 4:45 p.m. |

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SUPPLEMENTARY COURSES ALSO OPEN FOR REGISTRATION

| | | | |
|---|---|---|---|
| Ph 107 | DESCRIPTIVE ASTRONOMY (3rd term)<br>(3 credits) Instructor: Dr. Edwin G. Ebbighausen, University of Oregon | M,W,F | 9:00 to 9:50 a.m. |
| Eng 106 | APPRECIATION OF LITERATURE (3rd term)<br>(3 credits) Instructor: Dr. Herbert E. Childs, Oregon State College | M,W,F | 10:00 to 10:50 a.m. |
| Geog 107 | INTRODUCTORY GEOGRAPHY (3rd term)<br>(3 credits) Instructor: Dr. Clyde P. Patton, University of Oregon | M,W,F | 11:00 to 11:50 a.m. |
| PE 160 | GENERAL HYGIENE<br>(2 credits) Instructor: Dr. Carl L. Anderson, Oregon State College | T,Th | 11:00 to 11:50 a.m. |

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All of the above courses are broadcast on KOAC-TV, Channel 7. In addition, students able to tune KOIN-TV, Channel 6, Portland may also register for early morning courses on that station:

| | | | |
|---|---|---|---|
| *Mth 102 | TRIGONOMETRY (3rd term)<br>(4 credits) Instructor: Dr. Robert E. Gaskell, Oregon State College<br>A rebroadcast of Mth 102 originating over KOAC-TV (7) in Corvallis. | M,W,F | 6:45 to 7:30 a.m. |
| Psy 203 | GENERAL PSYCHOLOGY (3rd term)<br>(3 credits) Instructor: Dr. Lester Beck, Portland State College | T,Th | 6:45 to 7:30 a.m. |

*Mth 102 TRIGONOMETRY begins on Monday morning April 4.

ENDIX B

llege of the Air, 1960-61

# 77

# OREGON COLLEGE OF THE AIR

BEGINS
JANUARY 4

for winter term

CHANNELS

. . . . . . 6-8-10 Portland
. . . . . . . 7 Corvallis
. . . . . . . 13 Eugene

Offering college credit course
opportunities for home study

## What you should know

It is the responsibility of General Extension Division to serve people of Oregon by extending off campus facilities and services of various institutions of the State System of Higher Education.

College of the Air is a program of General Extension Division in which college courses *taught or coordinated* by state system faculty members are offered by televised instruction. These courses maintain the same requirements and high level of academic proficiency as conventional classroom courses on campus and may or may not be taken for college credit. They provide a living-room opportunity for students to study and to earn college credit.

Twelve courses will be offered for credit winter term—eight in lower division, one in upper division, and three for graduate study. One course, GENERAL BIOLOGY, requires a laboratory period for credit. It may be used as a refresher course for teachers or by others not interested in using the course for credit.

A separate registration packet for all televised instruction courses offered for credit in the College of the Air program is available from *Office of Televised Instruction*, Salem Extension Center. The General Extension Division in Portland, Eugene Extension Center, and regional offices in Corvallis, Ashland and La Grande will also have packets available.

Successful extension education is dependent on successful communication between students and extension staff. General Extension can best serve Oregonians as educational and cultural needs and desires of the people throughout the state are made known. Any request for information or suggestions you would like to make to extension offices will receive prompt attention.

For your convenience you may fill out attached card to obtain these packets.

## What you should do

**RECEPTION** . . . Before registering for a specific class offered on College of the Air, check television channel over which the course will be given to assure adequate program reception.

**DEGREE** . . . Those desiring credit toward a college degree should consult the registrar of the institution at which credit will be used or head of the organization to which credit will be submitted. This person will be able to give advice as to selection of proper course or courses.

**REGISTRATION** . . . Students registering for College of the Air should fill out all registration cards and forward, with correct fee (check or money order), to Office of Televised Instruction, using the addressed postage free envelope provided for this purpose. Cash should not be sent by mail.

**FEES** . . . Fees for televised instruction follow state system policy of $11 per credit hour or $90 for seven or more credit hours. Completed registration cards and correct fee must be in Office of Televised Instruction or postmarked no later than ten days after initial telecast of course. *No late registrations* will be accepted.

**VIEWER'S GUIDE** . . . A Viewer's Guide or other instructional material (other than text) will be sent immediately upon receipt of registration cards and fee. For credit or audit, no extra charge. *$1.00* fee for GUIDE to others.

**TEXTBOOKS** . . . Textbooks may be purchased at campus book store in city where course originates. Mailing charge, 15c each. Prices of texts subject to change.

**Portland State College Coop Bookstore**
1620 S.W. Park Avenue, Portland 1, Oregon

**Oregon State College Coop Bookstore**
Box 491, Corvallis, Oregon

**University of Oregon Cooperative Store**
1000 E. 13th Street, Eugene, Oregon

*For further information call or write:*

**Office of Televised Instruction**
**General Extension Division**
**565 Capitol, N.E.**
**Salem, Oregon**
**EM 4-2171, Ext. 573**

# College Courses by Televised Instruction

## Winter Term, 1961

### KOAC-TV (7) Corvallis

Eng 467 **Nineteenth Century Poets.** 3 hours. (UO) $33. 9:00-9:50 a.m. Mon., Wed. and Fri (begining January 4) MOLL

Second of three-term sequence. No prerequisite. Shelley, Byron, Tennyson. **No Viewer's Guide.**

Texts: *Percy Bysche Shelley, Selected Poetry and Prose.* Ed. by Kenneth Cameron Rinehart Pub. $.95
*George Gordon, Lord Byron, Selected Poetry and Letters.* Ed. by Edward Bostetter. Rinehart Pub. $.95
*Poems of Tennyson*, Buckley, Jerome H. Riverside Ed., Houghton Mifflin Co. $1.25

PE 160 **General Hygiene.** 2 term hours. (OSC) $22 11:00-11:45 a.m. Tu. and Th. (begining January 5) ANDERSON.

Principles and practices of health promotion; individual and physiological hygiene; disease prevention and control; community hygiene and public health. Satisfies hygiene requirements; may be elected by both men and women. **No Viewer's Guide**

Text: *Health Principles and Practices* by C. V. Langton and C. L. Anderson. Mosby Pub. $4.75

Ph 292 **Descriptive Meteorology.** 2 term hours. (OSC) $22. 9:00-9:50 a.m. Tu. and Th. (beginning January 5) DECKER.

Second of three-term sequence. New students may enroll with prerequisties: Ph 291, Ph 191 or other study in meteorology. Emphasis on structure of storms including wave cyclones of middle latitudes, tropical cyclones, thunder storms, tornadoes, and associated weather phenomena. Also includes high pressure or anticyclones. **Viewer's Guide available.**

Text: *Weather Elements*, Blair and Fite, 4th ed. 1957. Prentice-Hall $6.95

GS 102 **General Biology.** No credit for off-campus viewers (OSC) 10:00-10:50 a.m. Mon., Wed. and Fri. (beginning January 4) HUMPHREY.

Laboratory period required for credit, but College of the Air viewers may use as refresher or for general information. Those wishing to follow course write to Dr. Humphrey.

Ac 212 **Fundamentals of Accounting.** 3 term hours. (UO) $33. 11:00-11:50 a.m. Mon., Wed. and Fri. (beginning January 4) HARWOOD.

Study of the functions of accounting as a tool for the planning and administration of business enterprise. Primary emphasis on analysis and interpretation of financial data, rather than on collection and presentation. Winter Term: Inventory and its control, risk-equity relationships, interest and annuities, analysis of position and income statements, fund statements, manufacturing costs, organization for and administration of cost and budgetary control. Prerequisite: sophomore standing or consent of instructor. **Viewer's Guide avialable.**

Text: *Managerial Accounting and Introduction*, Bierman. 1st ed. McMillan $7.00.

RL 51 **First Year French.** 2 term hours. (UO). $22. 6:30-7:00 p.m. Tu. and Th. (beginning January 5) MARLOW.

Continues and reviews an introduction to French, stressing reading and speaking with emphasis on pronunciation and some information about French life in connection with vocabulary studied. No prerequisite. **Viewer's Guide available.**

Text: *Foundation Course in French*, Fraser Squair and Parker D. C. Heath and Co., Boston. $5.00.

Hst 102 **History of Western Civilization.** 3 term hours. (PSC) $33. 6:45-7:30 p.m. Mon. and Wed (beginning January 4) DMYTRYSHYN, WHITE, LEGUIN

Development of western civilization from ancient times to the present. **Viewer's Guide available.**

Text: *A History of Civilization*, Brinton, Christopher and Wolff. 2 volumes, 2nd ed., 1960. Prentice-Hall. $7.95 each volume.
Readings: *The Western Tradition* by Eugen Weber. Available in one volume cloth cover at $7.50, or two volume paperbacks at $2.95 each. 1959. D. C. Heath and Co.

Phl 202 **Elementary Ethics.** 3 term hours. (UO) $33. 7:30-8:15 p.m. Tu. and Th. (beginning January 5) DYKSTRA.

An introdutcion to the philosophical study of morality, e.g., right and wrong, free will and determinism, morals and society, etc. **Viewer's Guide available.**

Text: *Knowledge and Value*, edited by Sprague and Taylor. Harcourt, Brace and Company publishers. $6.50.

Eng 254 **Survey of American Literature.** 3 term hours. (OSC) $33. 7:30-8:00 p.m. Mon., Wed. and Fri. (beginning January 4) CHILDS.

American literature from its beginnings to present day. Recommended for a major or a minor. **Viewer's Guide available.**

Text:
1. *Major American Writers*, Jones, Leisy and Ludwig. 3rd ed. Harcourt, Brace and Co. $8.00.
2. *Mirror of Democracy*, Childs and Jenkins. Oregon State College Coop Association (Coop Book Store) $.70. (No. 1 and No. 2 are used for full year. MD is an outline-syllabus.)
3. *Henry Thoreau*, Walden. Rinehart Edit. $.50.
4. *Moby Dick*, Melville. Rinehart Edit. $.95.

### KOIN-TV (6) Portland

Hst 102 **History of Western Civilization.** 3 term hours. (PSC) $33. 6:45-7:30 p.m. Mon. and Wed. (beginning January 4) DMYTRYSHYN, WHITE, LEGUIN.

Development of western civilization from ancient times to the present. **Viewer's Guide available.**

Text: *A History of Civilization*, Brinton, Christopher and Wolff. 2 volumes, 2nd ed., 1960. Prentice-Hall. $7.95 each volume.
Readings: *The Western Tradition*, by Eugen Weber. Available in one volume cloth cover at $7.50, or two volume paperbacks at $2.95 each. 1959. D. C. Heath and Co.

Psy 202 **General Psychology.** 3 term hours. (PSC) $33. 6:15-7:00 a.m. Tu. and Th. (begininng January 5) BECK.

Basic principles and theories of behavior. Prerequisite: sophomore standing. **No Viewer's Guide.** Mimeographed materials will be distributed.

Text: *An Introduction to the Principles of Psychology*, Bugelski, B. R. 1960. Rinehart Pub. $6.00.

### KGW-TV (8) Portland KVAL-TV (13) Eugene

Ch 401 **Chemistry for High School Teachers** (g) 3 term hours. (UO-OSC) $33. 6:00-6:30 a.m. Mon. through Fri. (beginning January 3) DR. JOHN F. BAXTER, Univ. of Fla. KLEMM, Oregon Coordinator.

Second of three-term sequence which has as its fundamental purpose to bring students—particularly teachers of high school science—up-to-date information concerning recent developments in chemistry and to demonstrate techniques essential to effective teaching of beginning chemistry. Prerequisite: two years of chemistry, two years of physical science, Ch 400 or equivalent. **No Viewer's Guide.**

Text: *Modern Chemistry* by Baxter and Steiner. Vol. II $2.50 Prentice-Hall, Inc., Englewood Cliffs, N. J.
*A Guide to Modern Chemistry* by Baxter and Young Vol. II $1.00 Prentice-Hall, Inc., Englewood Cliffs, N. J.

Mth 492 **Algebra and Probability.** (g) 3 term hours. (UO-OSC) $33. 6:30-7:00 a.m. Mon., Wed. and Fri. (beginning January 4)

DR. JOHN L. KELLEY, Univ. of Calif. GOEBEL, Oregon Coordinator.

Matrix algebra, introduction to probability; counting methods, theory of sets, and finite probability. Prerequisite: Math 491 (g). **No Viewer's Guide.**

Text: *Modern Algebra* by John L. Kelley. D. Van Nostrand Co., Inc., Princeton, N. J. $2.75. Student Manual—$1.00.

Ed 594 **Teaching of Modern Mathematics.** 1 term hour. (UO-OSC) $11. 6:30-7:00 a.m. Tu. and Th. (beginning January 3)

DR. JULIUS H. HLAVATY, New York. SCHAAF, Oregon Coordinator.

This course is designed for teachers of mathematics and must be taken in conjunction with Mth 491-2 and 3 (g) for each of the three terms to receive any credit. It will carry the same course number and title each of the three terms. **No Viewer's Guide.**

### KOAP-TV (10) Portland

KOAP-TV, Channel 10, will go on the air during the latter part of January. Classes now offered over KOIN-TV may be transferred to Channel 10. Switchover of time and programs will be announced by Channel 10 and other commercial stations which broadcast College of Air courses.

# Instructors

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DR. OSCAR F. SCHAAF, Assistant Professor of Education, University of Oregon
Address mail to:
202 South Eugene High School
Eugene, Oregon

DR. CHARLES M. WHITE, Associate Professor of History
424f State Hall
Portland State College
Portland, Oregon

## APPENDIX C

### Sample of Original and Follow-up Letters to College of the Air Respondents, 1960-61

**OREGON STATE SYSTEM OF HIGHER EDUCATION**
**GENERAL EXTENSION DIVISION**

DEPARTMENT OF EDUCATIONAL MEDIA
OFFICE OF KOAC-AM-TV
COLLEGE CAMPUS
CORVALLIS, OREGON

Dear

The Registrar of the General Extension Division has provided us with your name. You are one of the many who are taking or who have taken college courses for credit through television.

This is a new and changing medium of education. In order to properly adjust the concept of televised instruction to the needs of the student taking the course for credit, we must know some basic facts. Therefore, we have enclosed a rather brief questionnaire, which we are asking you to fill out and return to us.

A self-addressed and stamped envelope is enclosed for your convenience. Please be assured that the information obtained will be used only in the form of tabulations for the above stated purpose.

Sincerely,

Alfred R. Kelman

Alfred R. Kelman
Research Director

ARK:mj

Enclosure

GENERAL EXTENSION DIVISION SERVES THE STATE OF OREGON THROUGH FACILITIES AND RESOURCES OF THE STATE SYSTEM OF HIGHER EDUCATION: OREGON STATE COLLEGE, UNIVERSITY OF OREGON, PORTLAND STATE COLLEGE, OREGON COLLEGE OF EDUCATION, SOUTHERN OREGON COLLEGE, EASTERN OREGON COLLEGE, OREGON TECHNICAL INSTITUTE, THE MEDICAL AND DENTAL SCHOOLS, AND IN COOPERATION WITH VARIOUS STATE AGENCIES AND DEPARTMENTS

## APPENDIX C (con't)

Office of KOAC-AM-TV
GENERAL EXTENSION DIVISION
Oregon State System of Higher Education
College Campus
Corvallis, Oregon
PLaza 3-4351

Dear

In the event you have lost or misplaced the first letter and questionnaire mailed to you, we have enclosed a new copy of each. Please fill out the questionnaire. Note that this time we have stamped the return envelope with a special delivery stamp. The prompt return of your information is vital to the success of the project. Dr. James Morris, Director of Radio & Television for the General Extension Division, joins with me in asking your cooperation.

Sincerely yours,

Alfred R. Kelman
Research Director

ARK:lc

Enclosures

## APPENDIX D

### Amplified Version of the Classifications Employed in Table 12

Column 48 - WHY ARE YOU TAKING COURSE(S) BY TELEVISION? (Q. 7)*

| | |
|---|---|
| | 0 - not applicable (if Column 49 is used) |
| OTHERS | 1 - graduate course enrollee |
| OTHERS | 2 - to modify a low grade point average or to qualify for college enrollment. |
| HIGH SCHOOL STUDENT | 3 - high school student either removing future college requirements, or testing his college capabilities, or "just interested." |
| To Accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR OMITTED | 4 - to accumulate college credits; degree intention indicated, specific interest expressed, i.e., course needed. |
| To Accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR INCLUDED | 5 - to accumulate college credits; degree intention indicated; convenience factor cited: time element, commuting saved, pregnancy, (convenience comparison implied to other educational availabilities). |
| OTHERS | 6 - financially motivated due to the expense of a campus education or the necessity of staying on the job. (Much of the flavor of this response also is implied in 48 - 5.) |
| MAINTAIN PROFESSIONAL COMPETENCE | 7 - to maintain or upgrade professional standing or ability, particularly in the teaching profession: to renew teaching certificate, to establish teaching eligibility, convenience also may be cited. (Degree need takes precedence, 48 - 4 or 5.) |
| | 8 - |
| OTHERS | 9 - no answer or not codeable |

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*Applicable responses from other questions also were utilized in coding this question.

## APPENDIX D (con't)

Column 49 - (Q. 7) continued

| | |
|---|---|
| | 0 - not applicable (if Column 48 is used) |
| OTHERS | 1 - to accumulate college credits; graduate degree intention cited; convenience factor cited. |
| OTHERS | 2 - concept of televised instruction enjoyable and interesting, (comparison to other educational availabilities may be implied). |
| | 3 - |
| | 4 - |
| | 5 - |
| | 6 - |
| CASUAL IMPROVEMENT | 7 - desire for the course; to improve one's mind; to keep busy; plus, perhaps, convenience and or prerequisite. |
| | 8 - |
| | 9 - |